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Descripteur(s): *Radio scolaire *Télévision éducative *Ecole anglaise *Attitude de l'enseignant *Primaire (Niveau)

Ce rapport de recherche donne d'abord les résultats de l'enquête sur l'utilisation des émissions éducatives en général et par niveau au primaire, puis la cote d'écoute de 20 séries spécifiques d'émissions ainsi qu'un résumé des raisons données à la non-écoute. Il offre ensuite une compilation des commentaires faits par les divers intervenants: commentaires généraux des directeurs d'école et des professeurs de l'échantillonnage, commentaires de professeurs de l'échantillonnage sur des émissions en particulier, commentaires de professeurs de la P.S.B.G.M. (hors de l'échantillonnage) sur des émissions en particulier.

Des questionnaires ont été envoyés en février 1977 à 60 écoles primaires de langue anglaise appartenant à 32 Commissions scolaires réparties dans les diverses régions administratives à l'exception du Saguenay-Lac-Saint-Jean, du Nord-Ouest et du Nouveau-Québec. Les réponses sont venues de 51 écoles (85% de l'échantillonnage) comprenant un effectif de 601 professeurs des divers niveaux du primaire. De ce nombre, 393 (65%) ont rempli le questionnaire.

Il ressort de l'ensemble de l'enquête qu'une forte proportion des professeurs n'utilisent jamais ces média, soit 261 (67% de l'échantillonnage) et que ceux qui utilisent régulièrement ou occasionnellement une ou deux émissions sont plus nombreux que ceux qui en utilisent davantage. Les commentaires des directeurs et des professeurs sont le plus souvent des explications données au peu d'utilisation des émissions. Sont surtout mis en cause la concurrence avec d'autres activités déjà planifiées, le manque d'intérêt, le caractère passager des émissions et diverses raisons d'ordre administratif: manque d'équipement, horaire individuel des élèves, etc.

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Auteur de l'analyse: fr

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CODE

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TABLE DES MATIERES

Pages

Description de l'échantillonnage 1

Importance de l'écoute des émissions en général 2

Ecoute des émissions, en général par niveau 3

Cote d'écoute de 20 séries d'émission 4

Résumé des raisons données à la non-écoute 24

Commentaires généraux des directeurs d'école 25

Commentaires généraux des professeurs de l'échantillonnage 36

Commentaires de professeurs de l'échantillonnage sur des émissions en particulier 52

Commentaires de professeurs de la P.S.B.G.M. sur des émissions en particulier (hors de l'échantillonnage) 79

Enquête sur l'utilisation de la radio et la télévision scolaires dans les classes des écoles élémentaires où l'anglais est la langue d'enseignement. - 1977 -

Rubin Sirkis
juillet 1977

SAMPLE SIZE AND RESPONSE RATE

SAMPLE SIZE - 60 ELEMENTARY SCHOOLS

NUMBER ANSWERING - 51 SCHOOLS WITH INFORMATION FOR 601 TEACHERS GRADES 1 - 6.

RESPONSE RATE - 85% OF SCHOOLS IN SAMPLE.

DATA COLLECTION - FEBRUARY 1977

NUMBER OF TEACHERS ANSWERING:

The number of teachers who filled out the questionnaire or for whom we have the principal' estimate is 393, i.e. 65% of 601 teachers in the schools which sent back information.

GEOGRAPHICAL DISTRIBUTION OF SCHOOLS ANSWERING

	Number of Schools Boards	Number of Schools
Région de Montréal	22	40
Bas St-Laurent-Gaspésie	1	1
Trois-Rivières	1	1
Québec	1	1
Outaouais	4	5
Côte Nord	1	1
Cantons de l'Est	2	2
Total:	32	51

GENERAL PORTRAIT OF VIEWING OR LISTENING BY TEACHERS WITH THEIR PUPILS.

USERS - Include those who watch or listen regularly or occasionally.

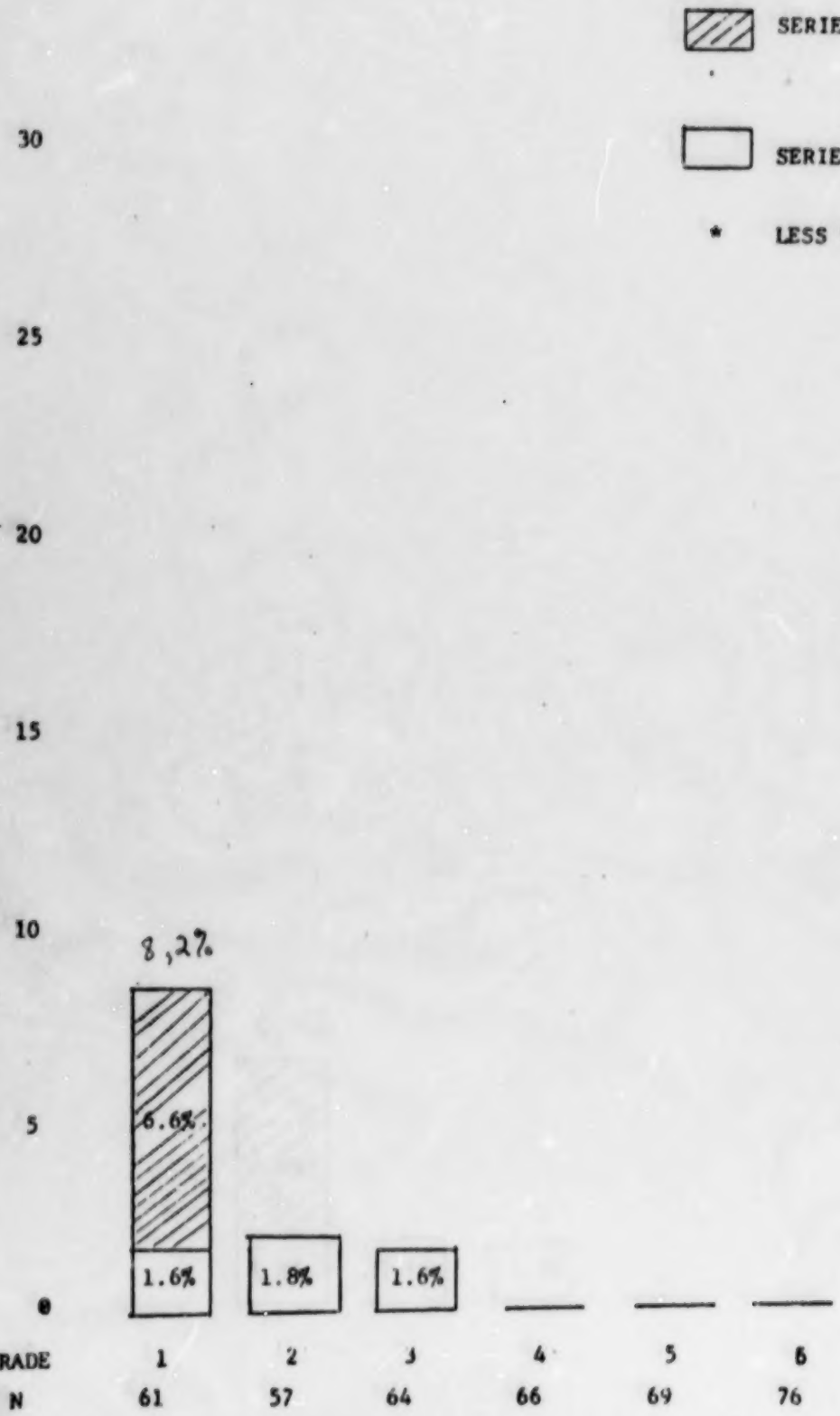
Number of Series Used Regularly or Occasionally.	Number of Teachers	%
0	261	67
One	48	12
Two	35	9
Three	14	3
Four	11	3
Five or more	24	6
Total:	393	100%

NUMBER OF SERIES USED BY INDIVIDUAL TEACHERS AT EACH GRADE LEVEL

Number of Series Used regularly pr occasionally	Grade or Level					
	1	2	3	4	5	6
0	64%	61%	65%	74%	65%	69%
1	15	15	15	7	11	12
2	11	12	13	8	8	2
3	0	4	1	5	5	5
4	7	1	2	0	4	3
5 or more	3	6	5	6	8	9
Total: 100%	99%	101%	100%	101%	100%	
n =	61	57	64	66	69	76

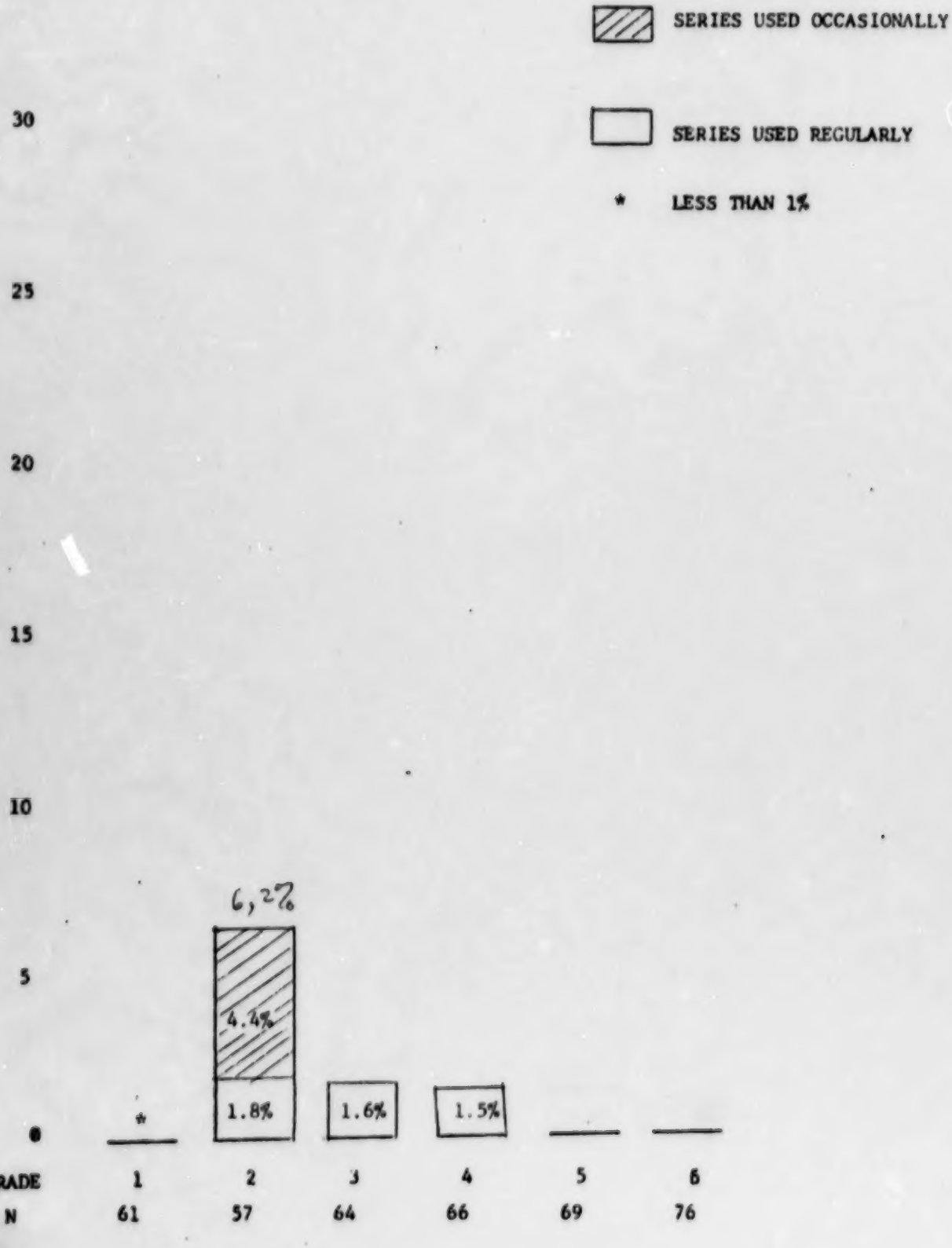
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

MON AMI PIERROT



ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

PARLONS FRANCAIS



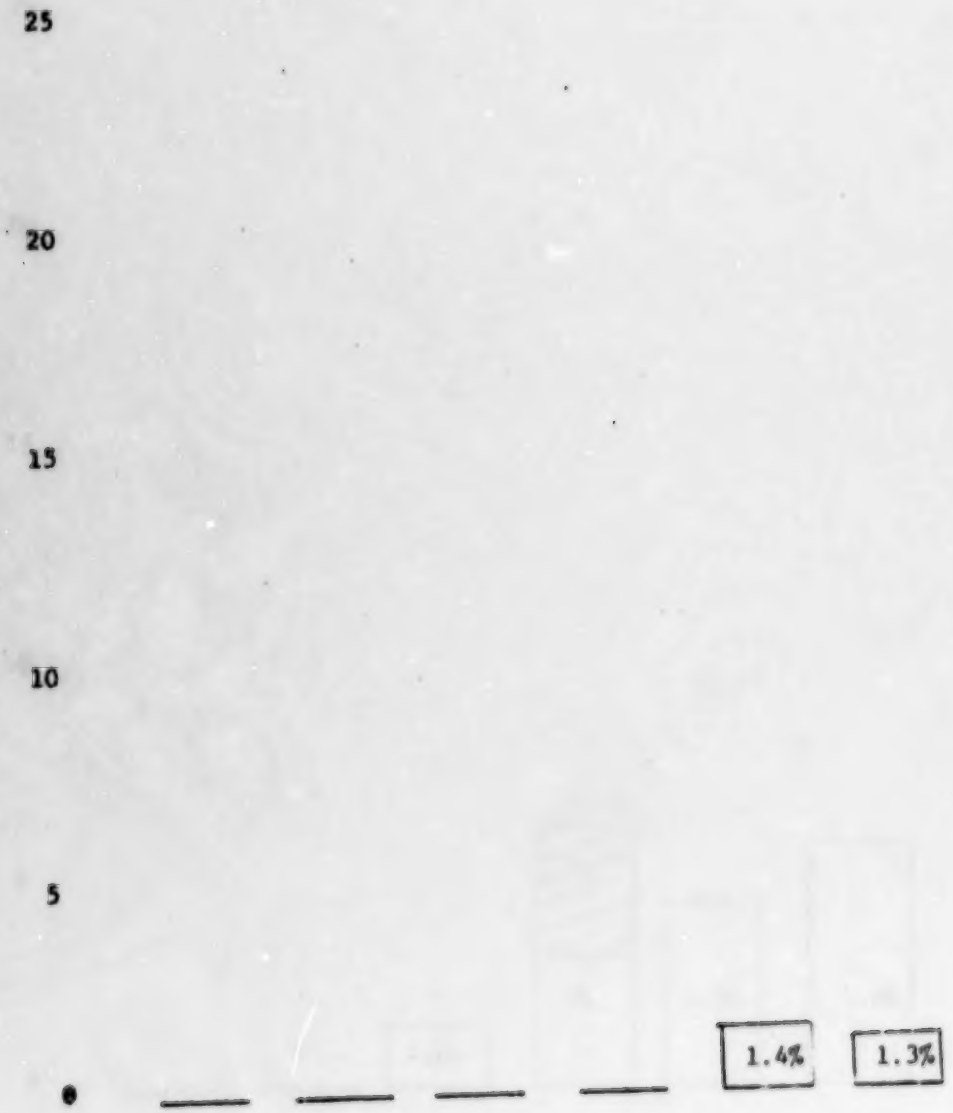
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

LOOK

SERIES USED OCCASIONALLY

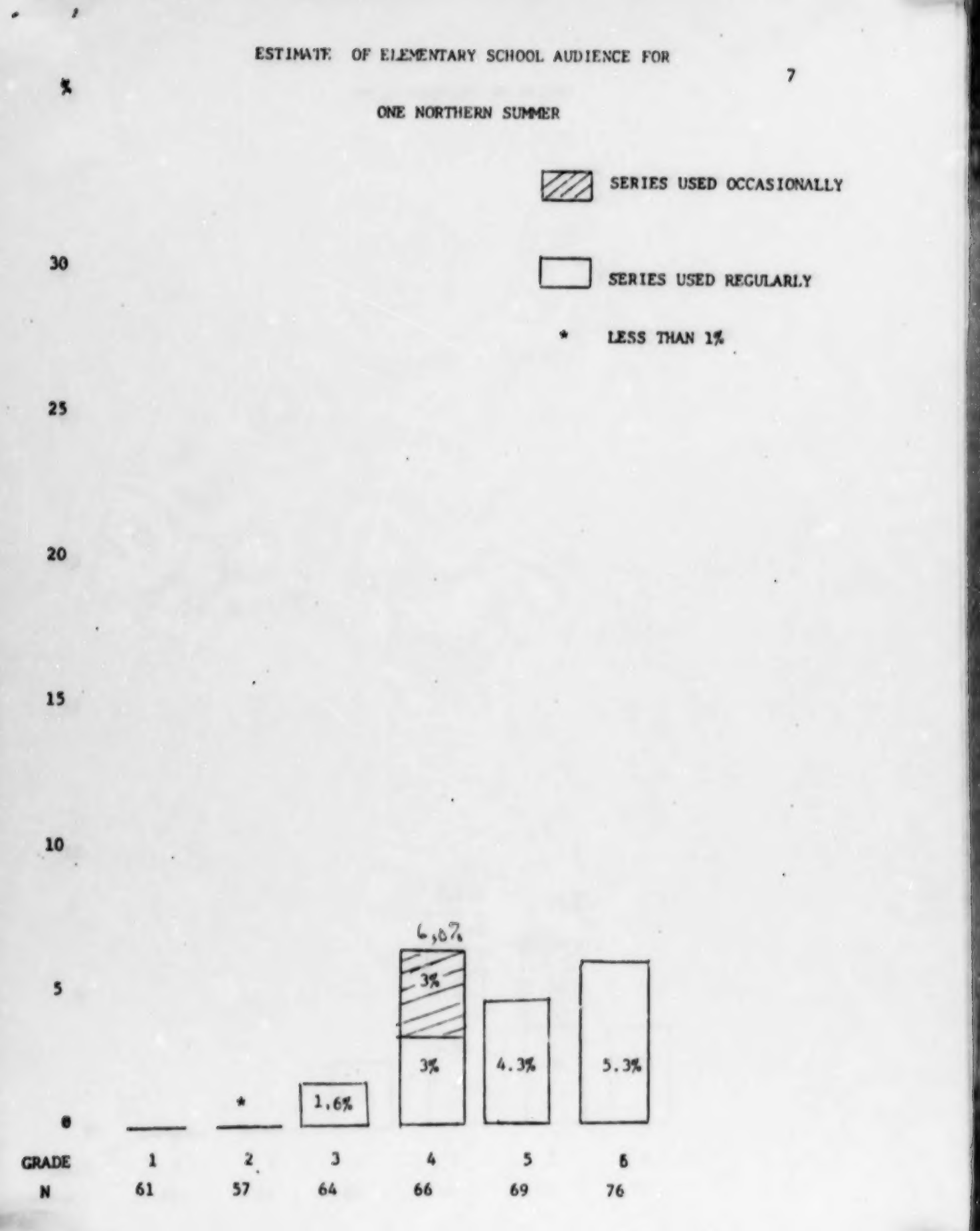
SERIES USED REGULARLY

* LESS THAN 1%



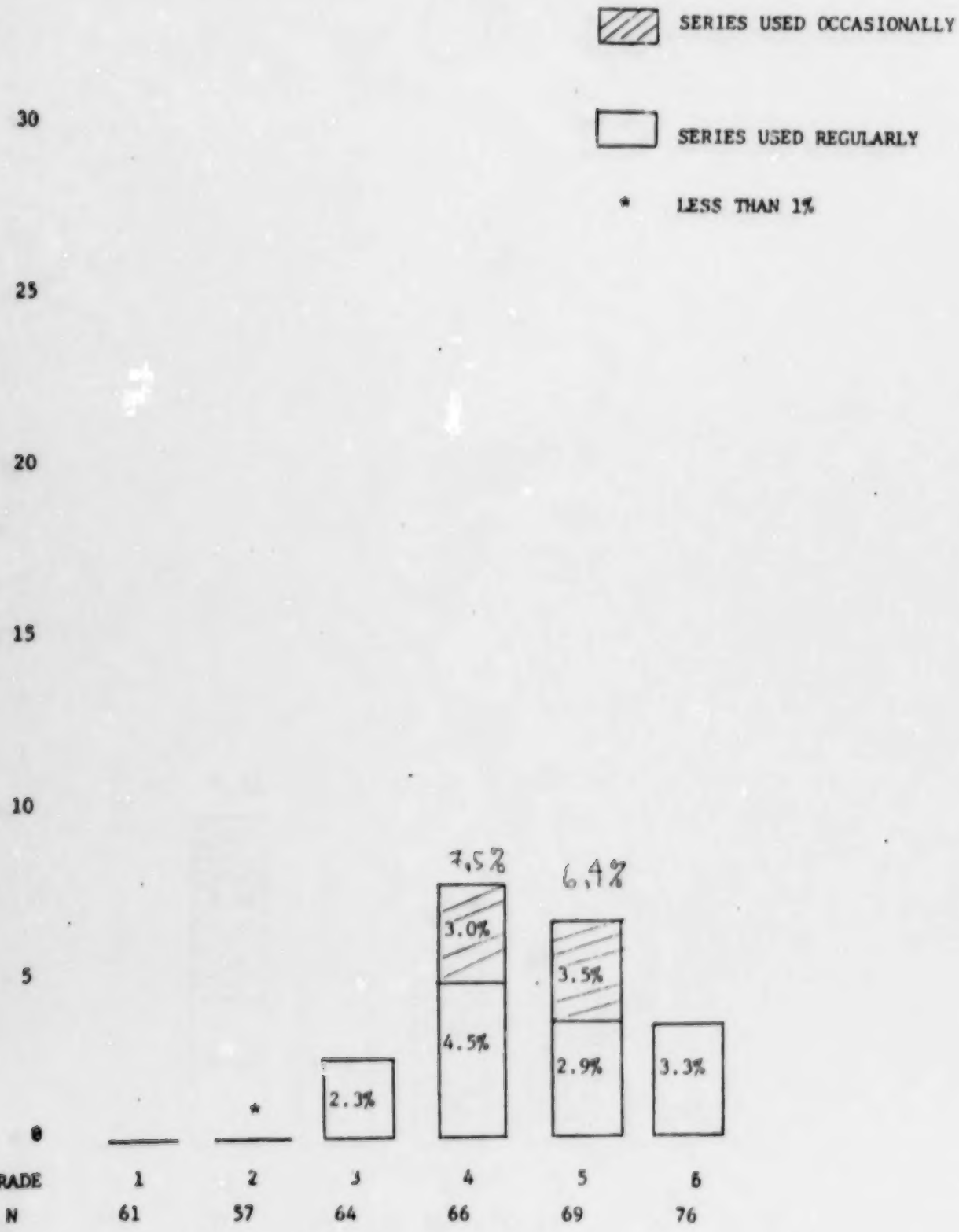
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

ONE NORTHERN SUMMER



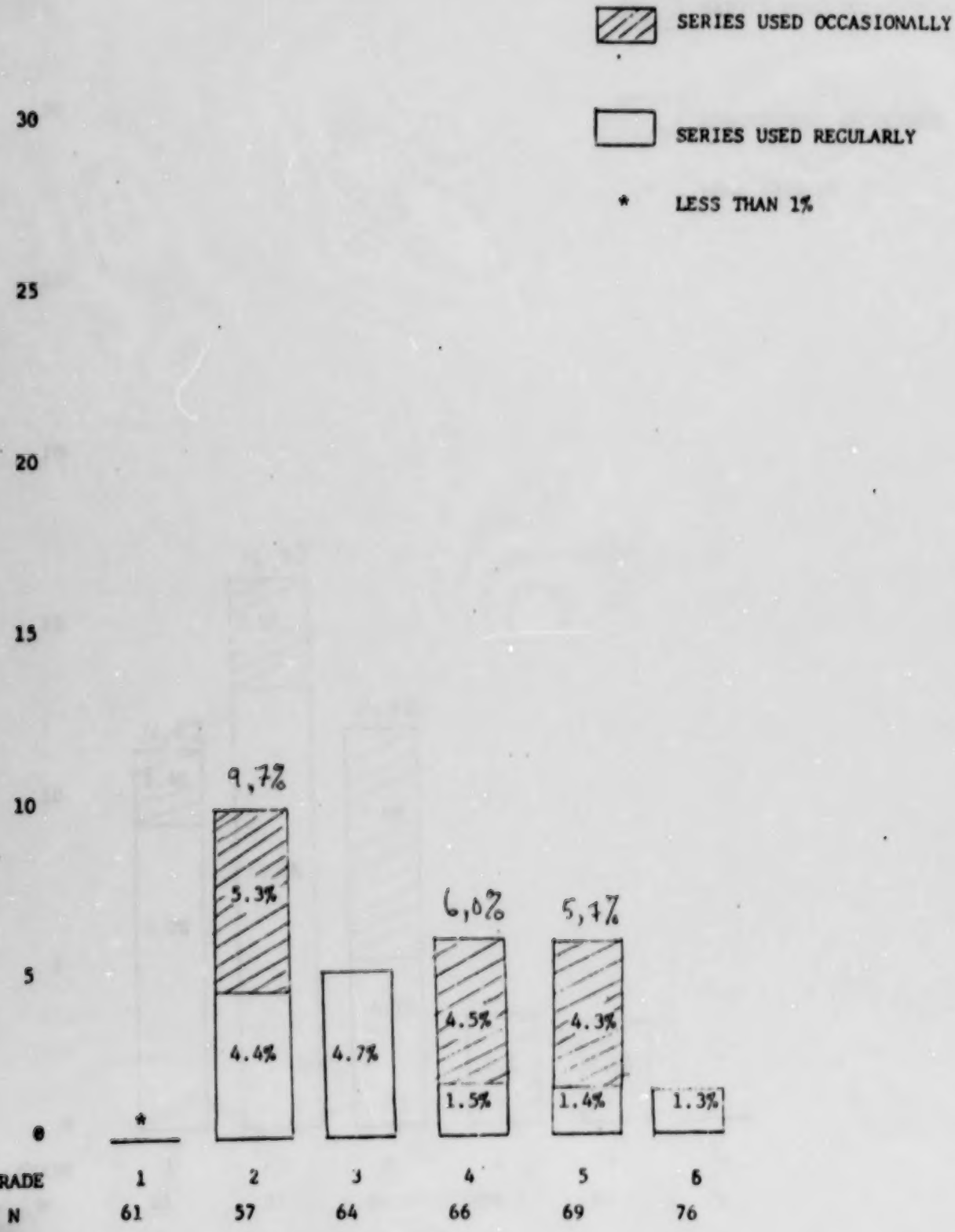
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

RELATIONSHIPS IN NATURE



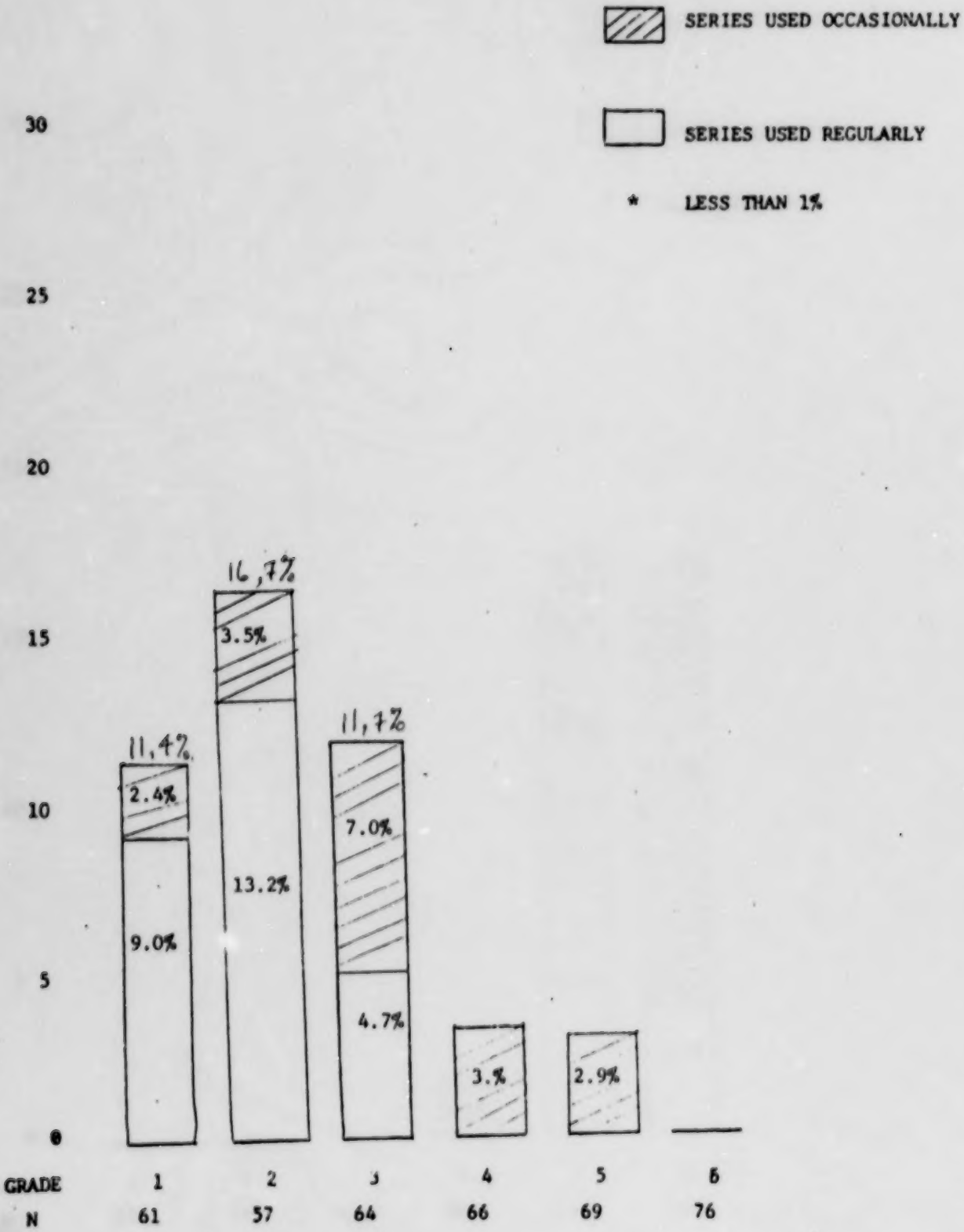
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

"READING OPPORTUNITIES"



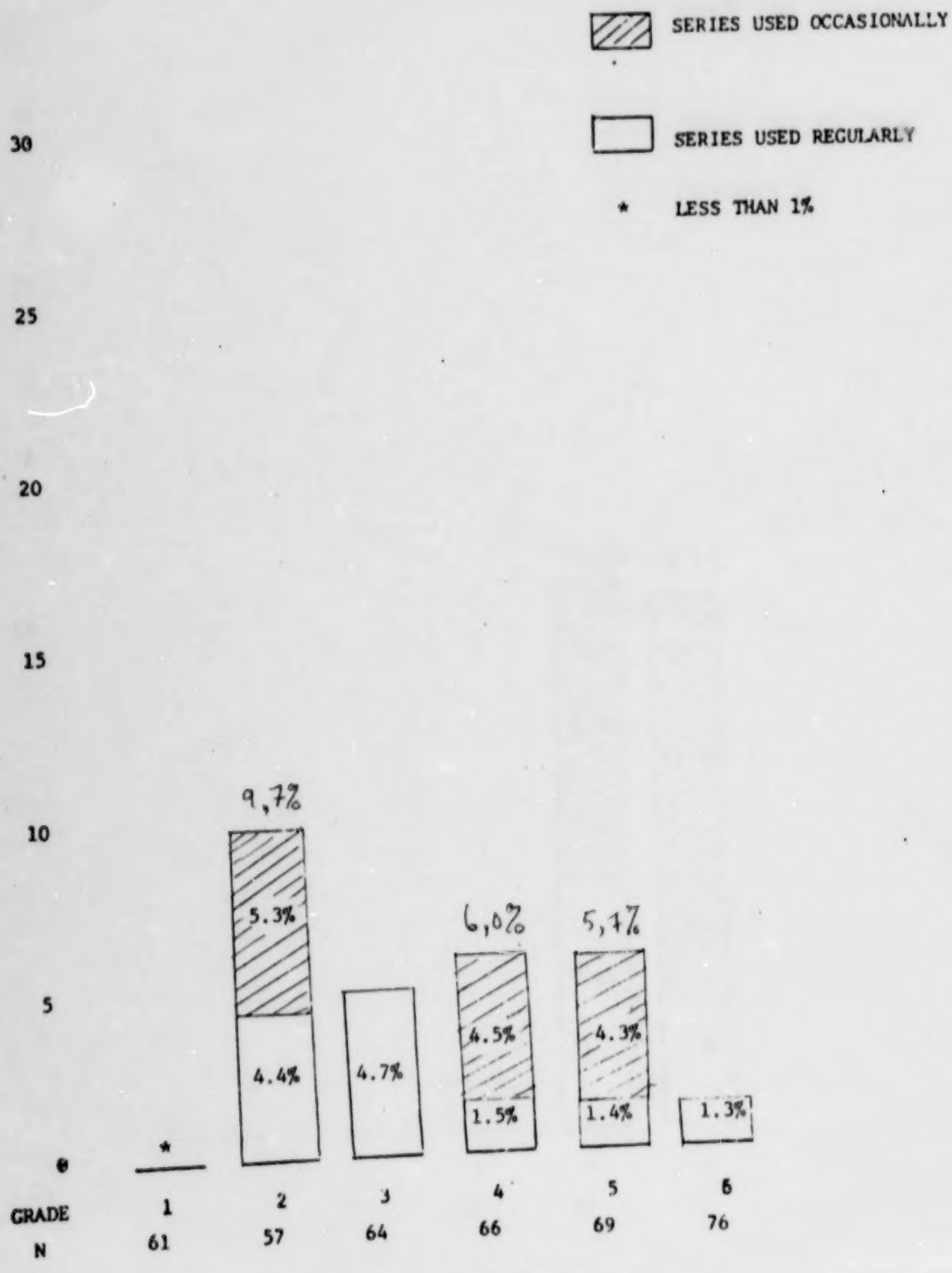
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

'READALONG'



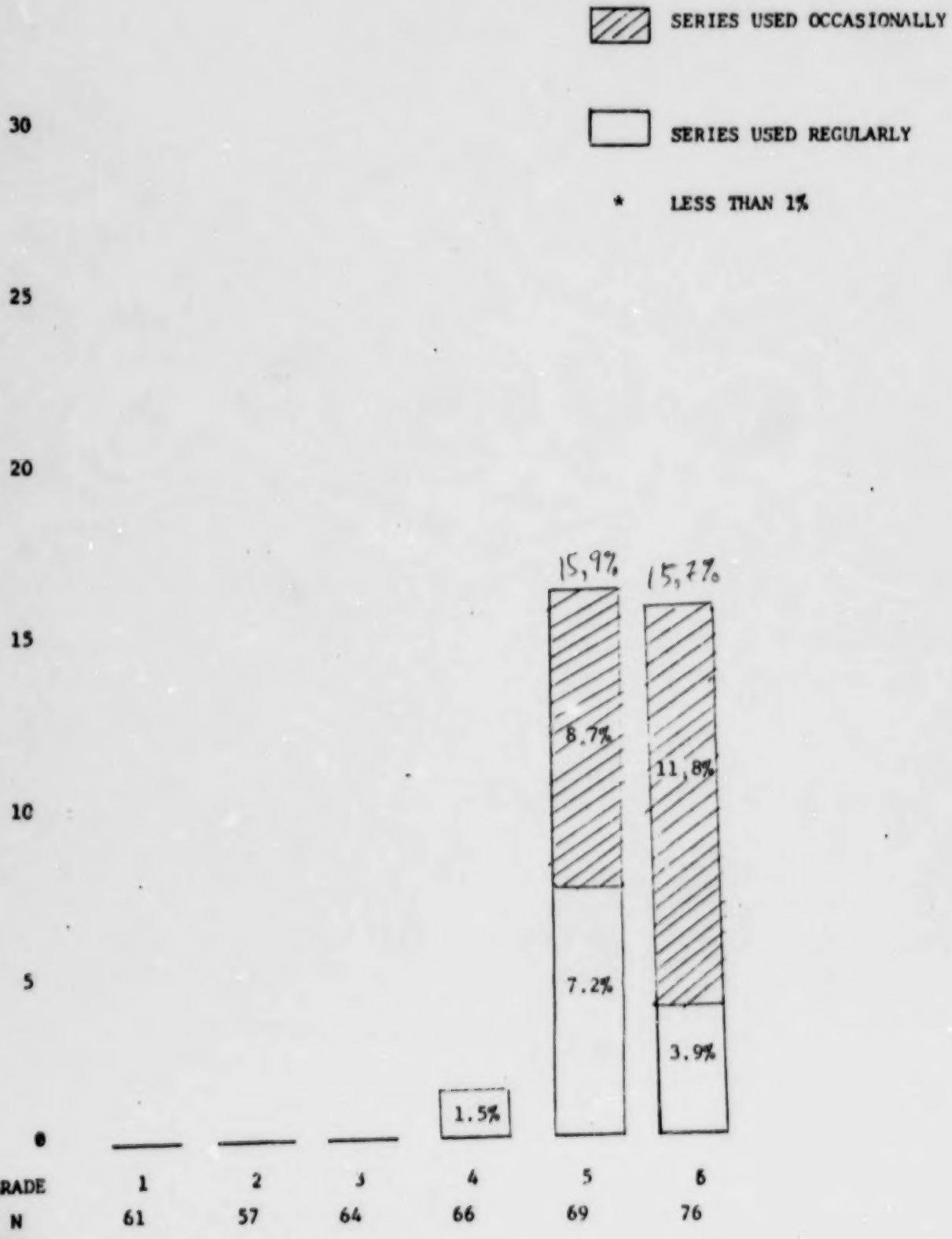
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

"READING OPPORTUNITIES"



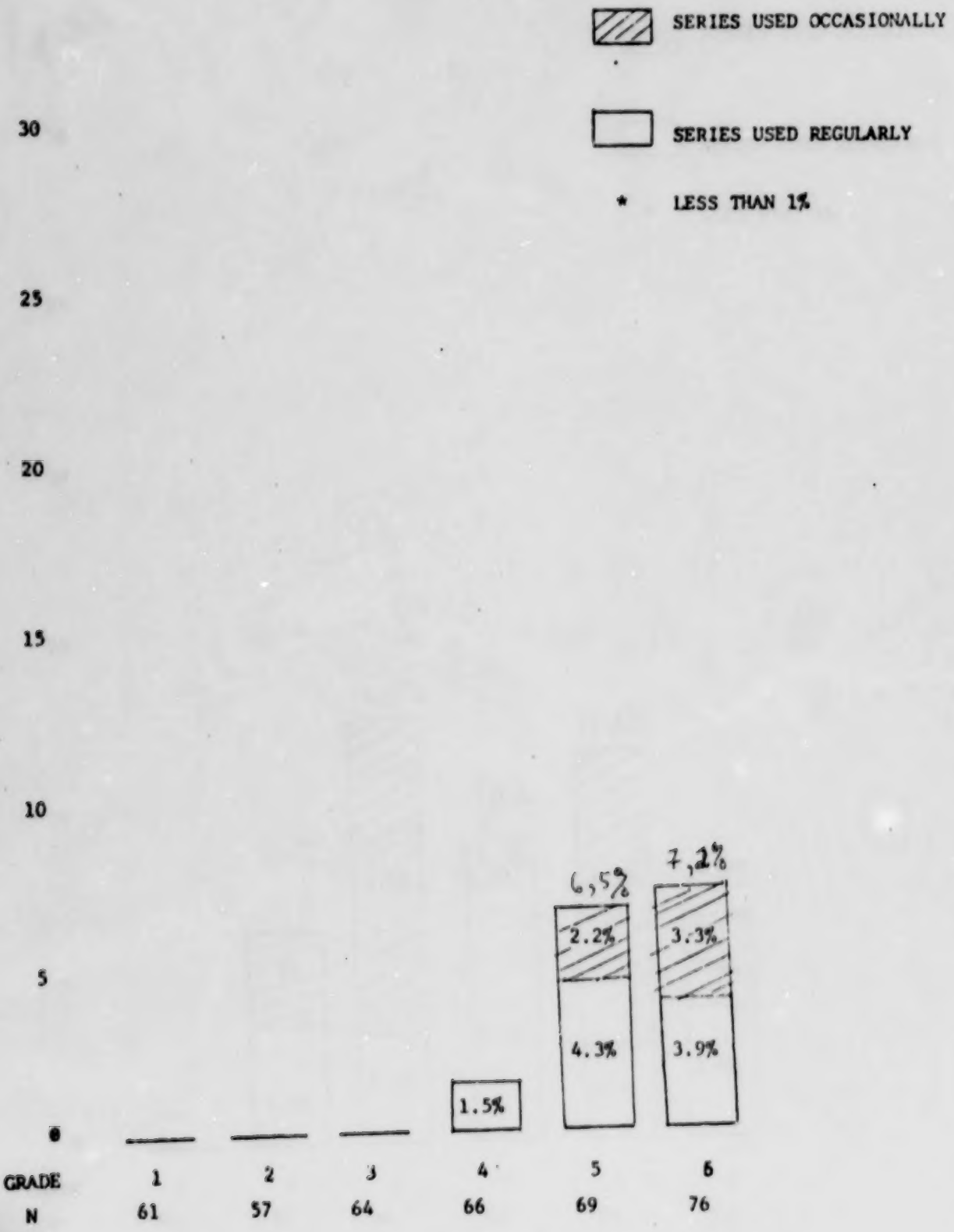
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

'PIONEER LIFE'



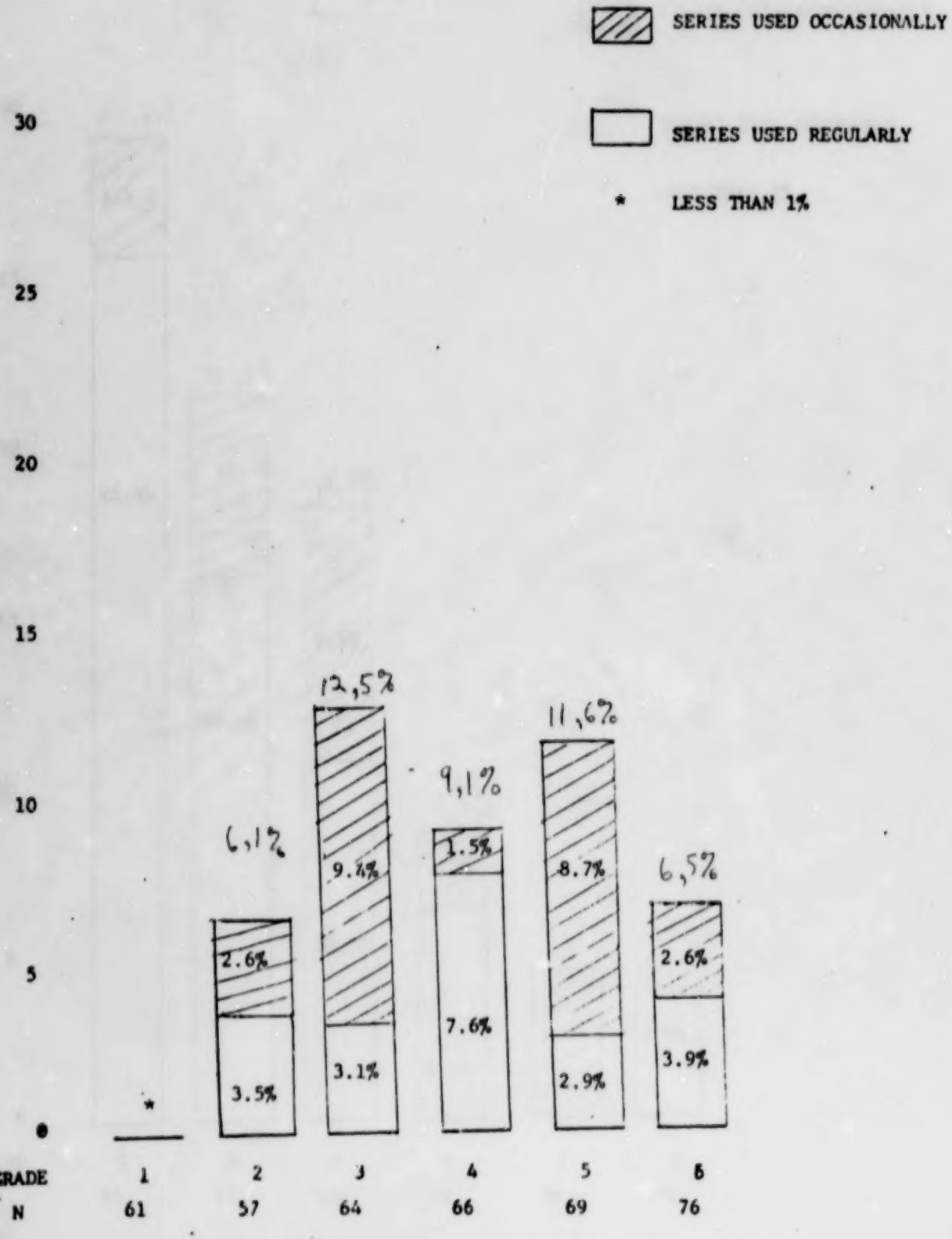
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

'THE WORLD OF B.J. VIBES'



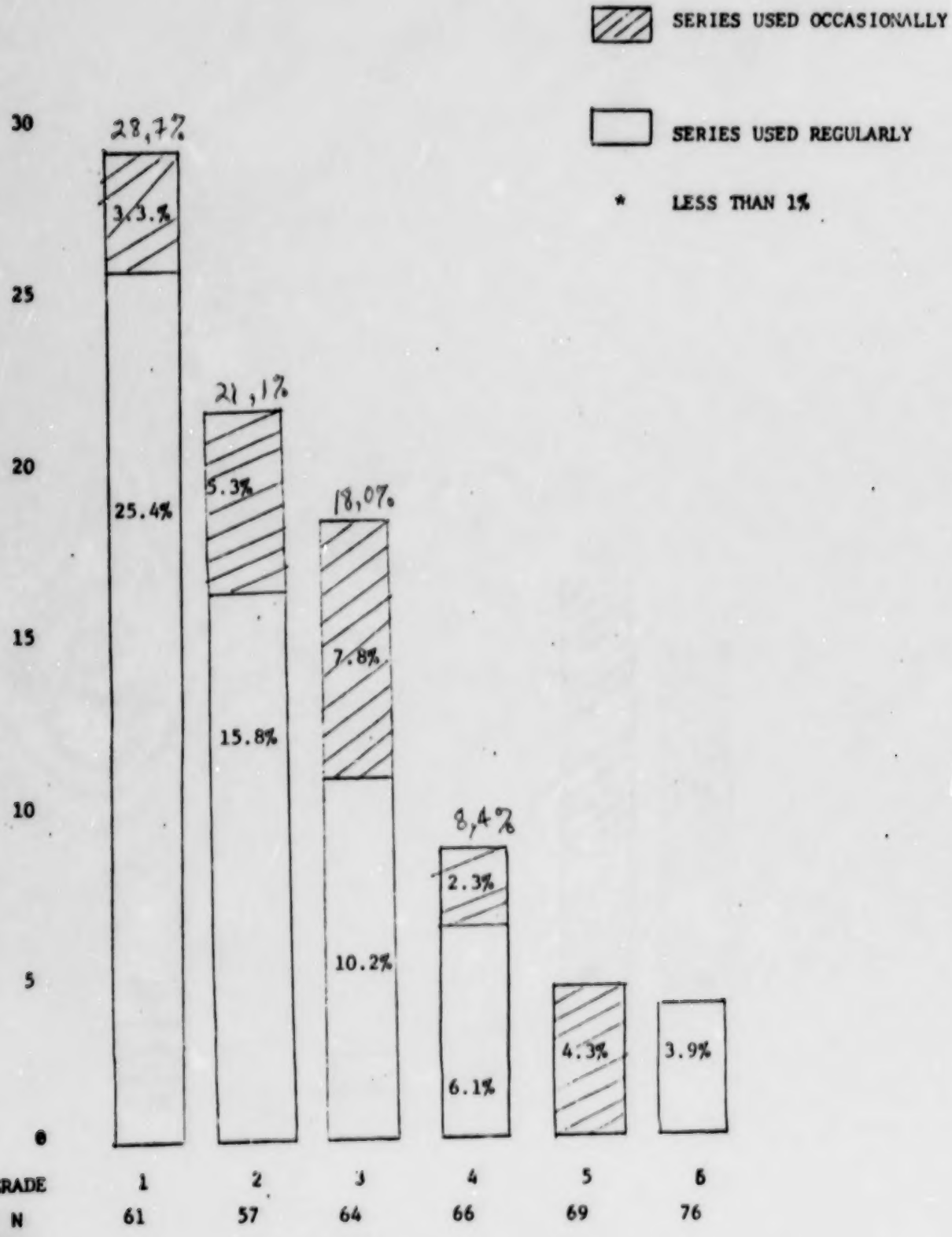
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

'INSIDE OUT'



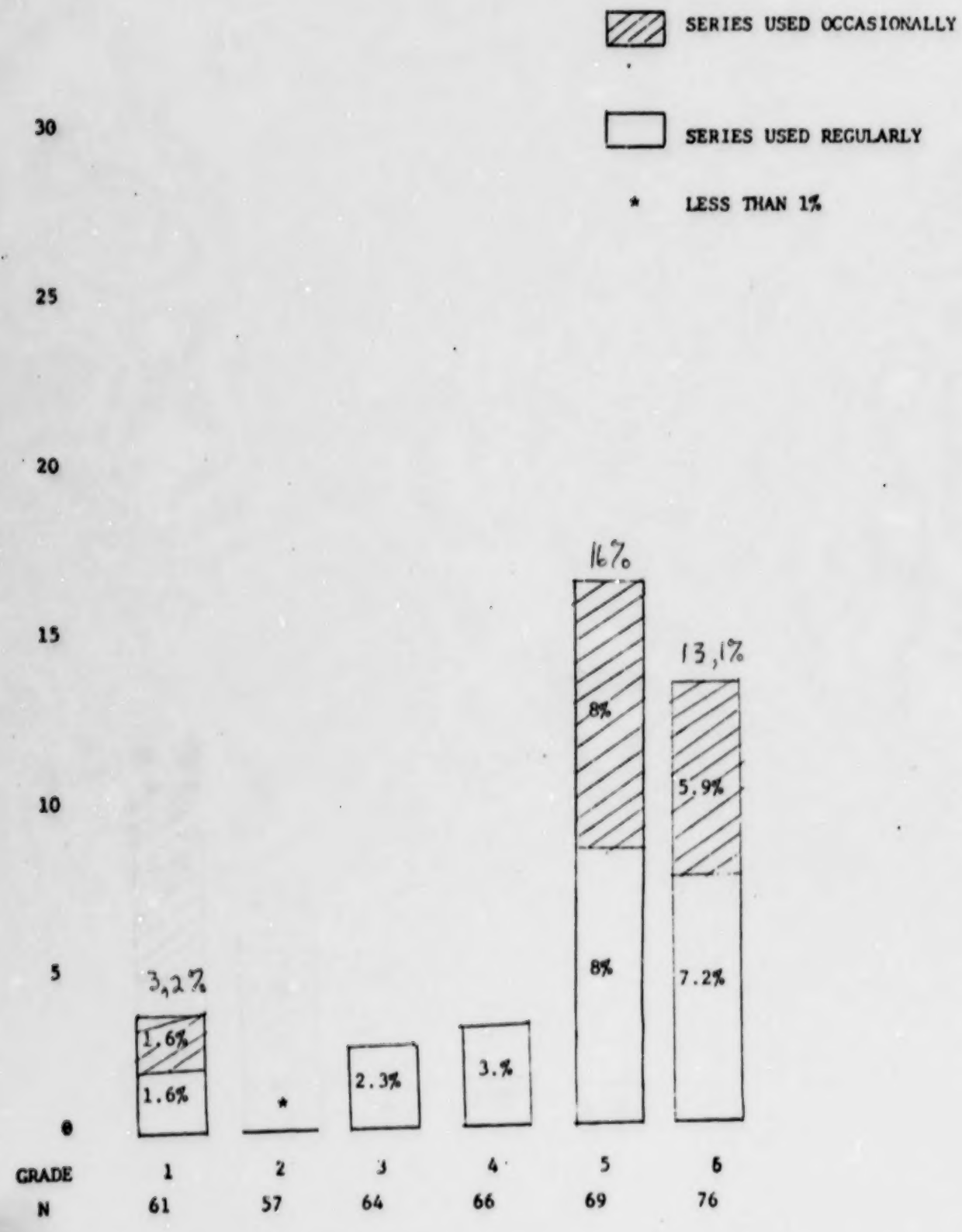
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

'ALL ABOUT YOU'



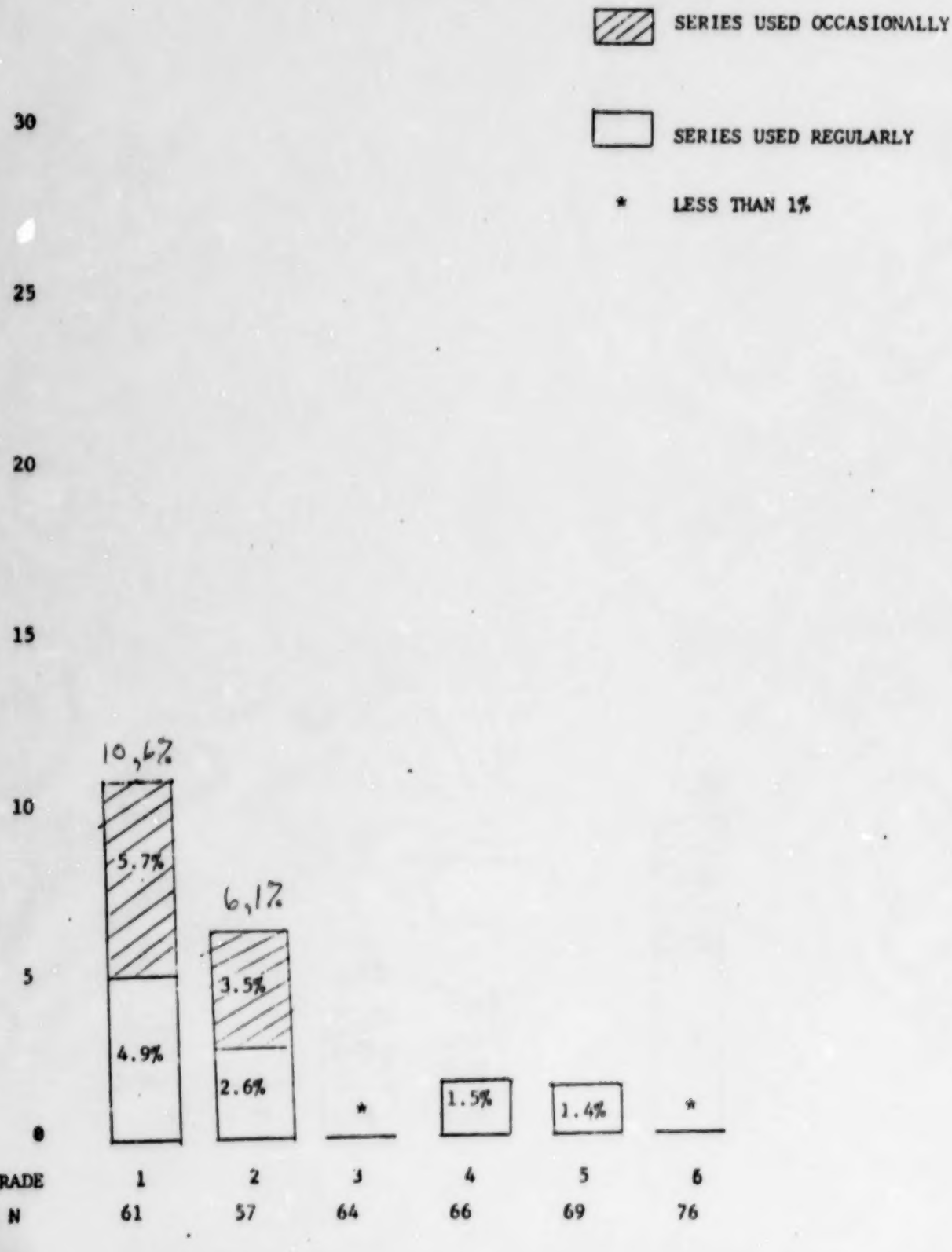
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

ECOLOGY: YOU AND YOUR ENVIRONMENT



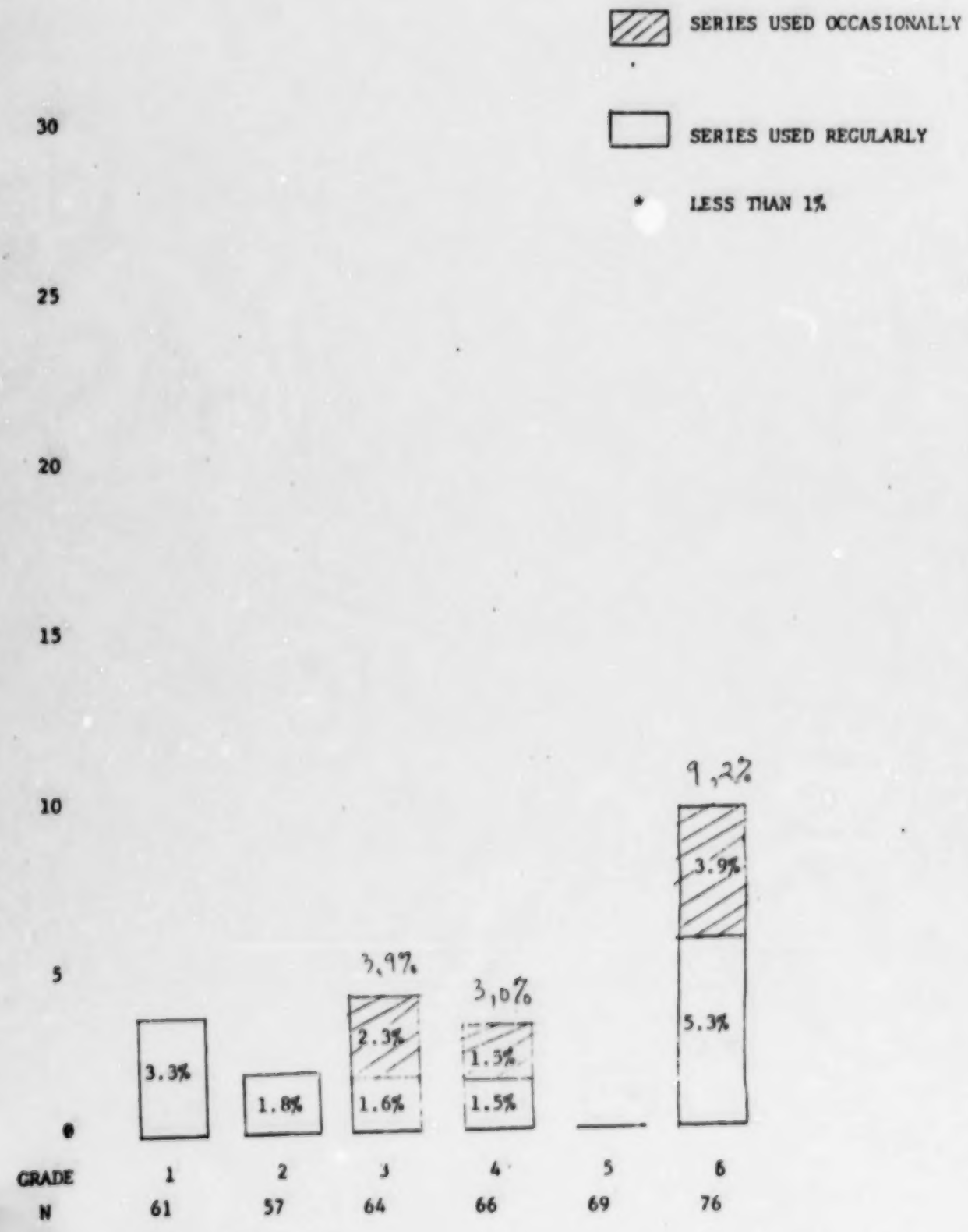
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

ME AND MY WORLD



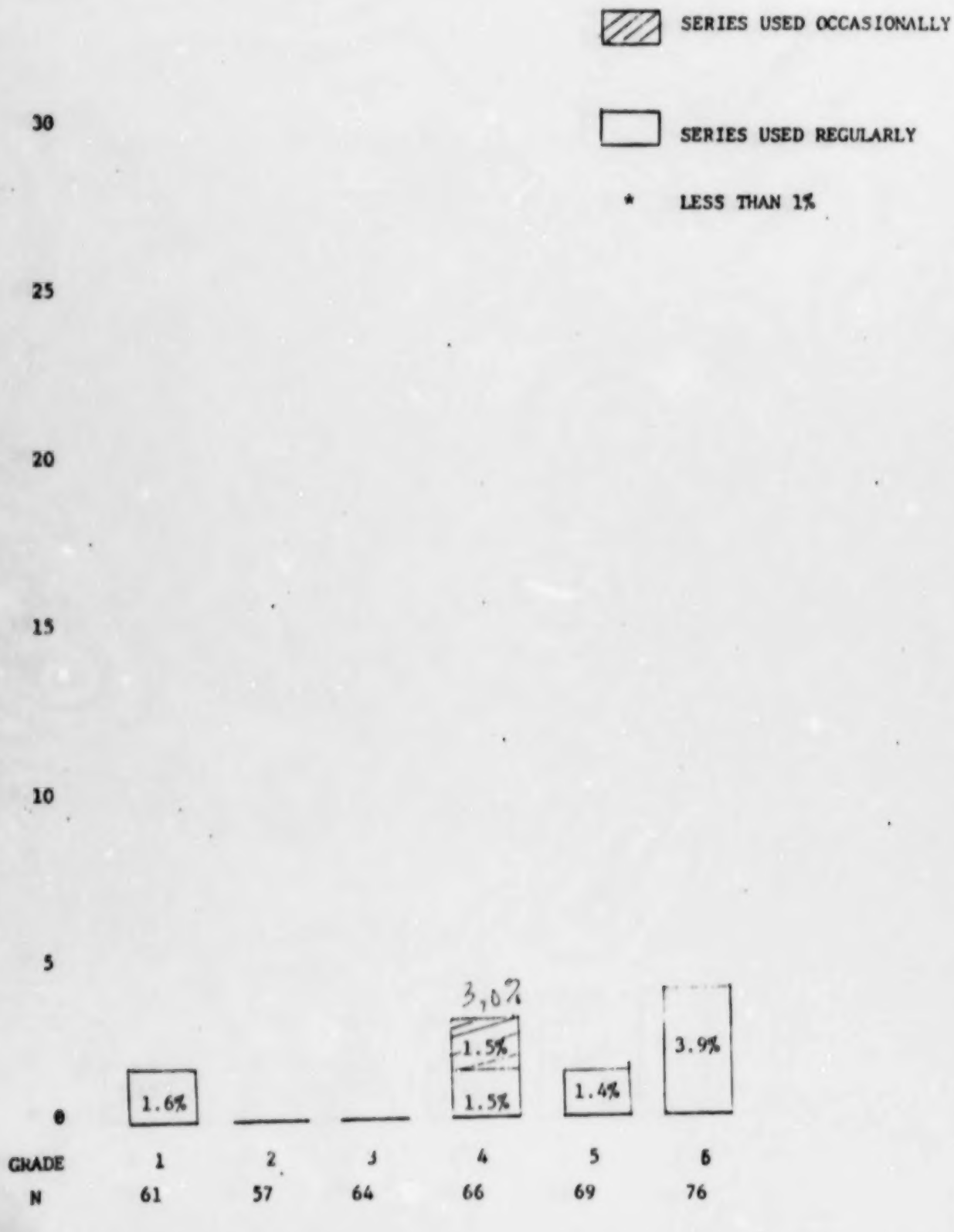
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

CHILDREN OF THE WORLD



ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

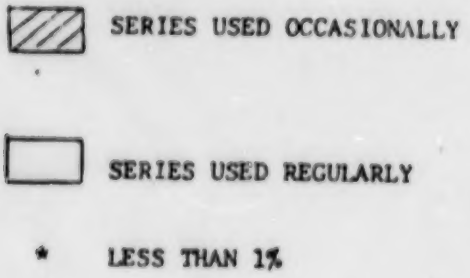
ROOTS OF DRAMA

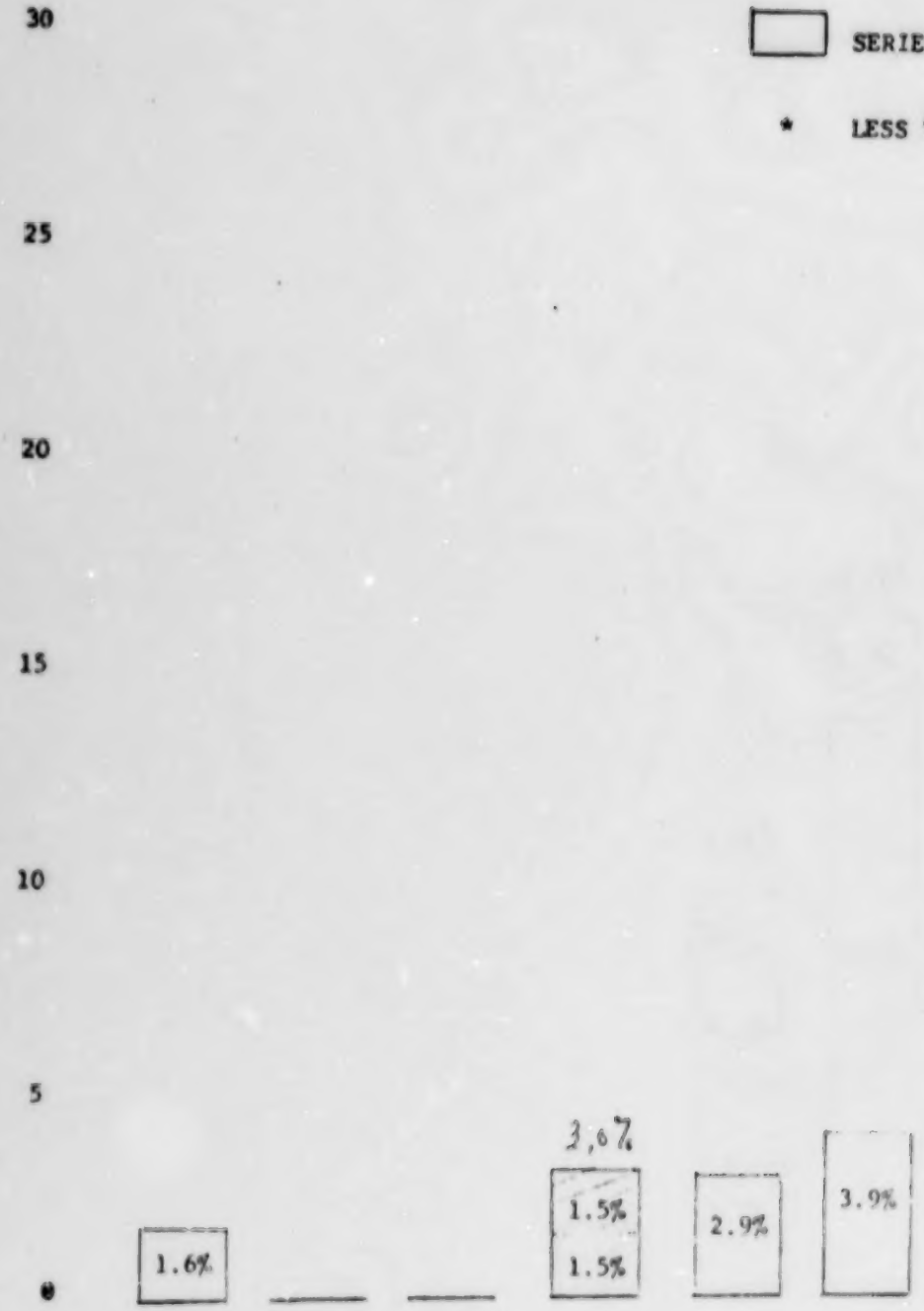


ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

CHILD LIFE IN OTHER LANDS

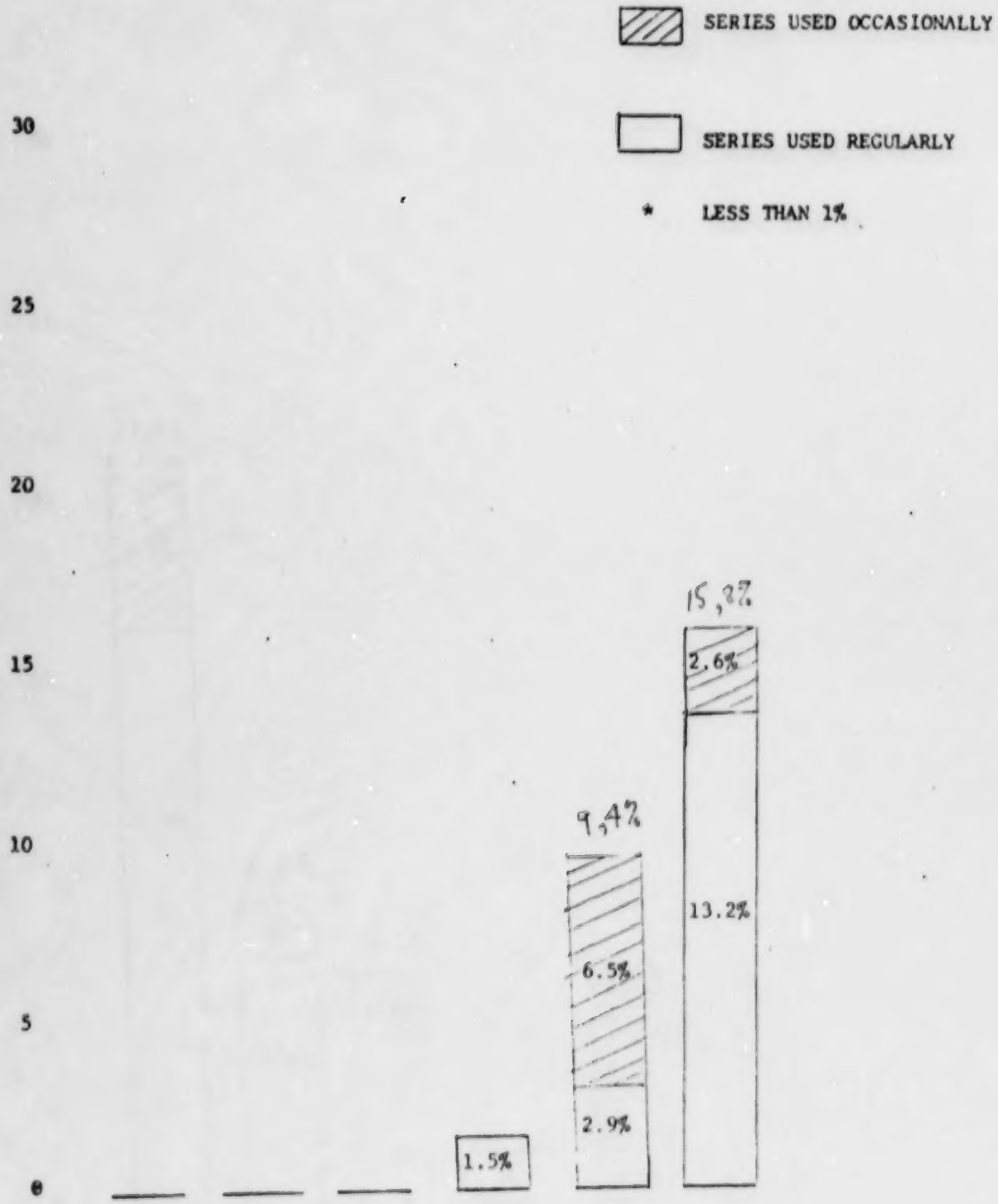
19



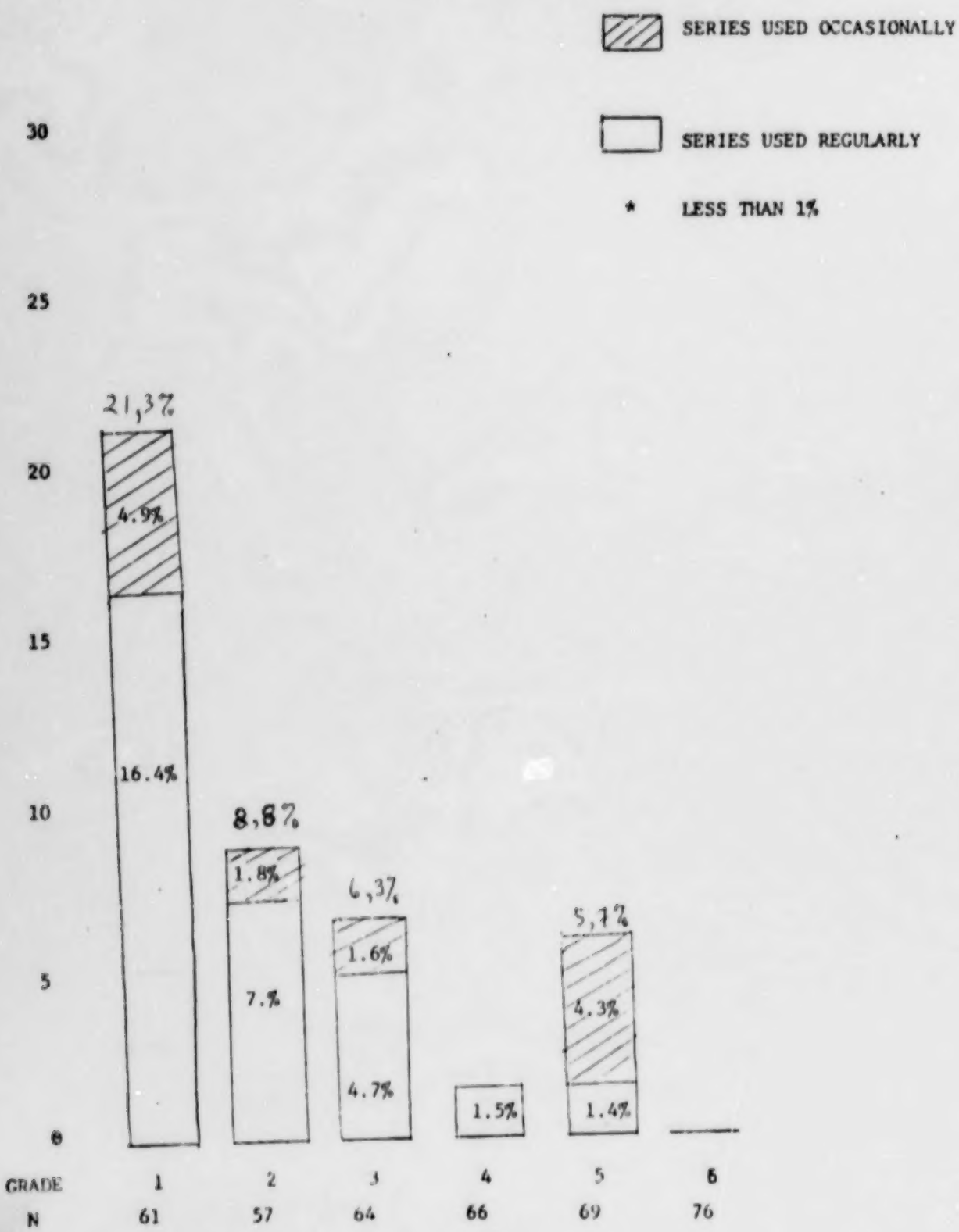


ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

WHAT'S NEW?

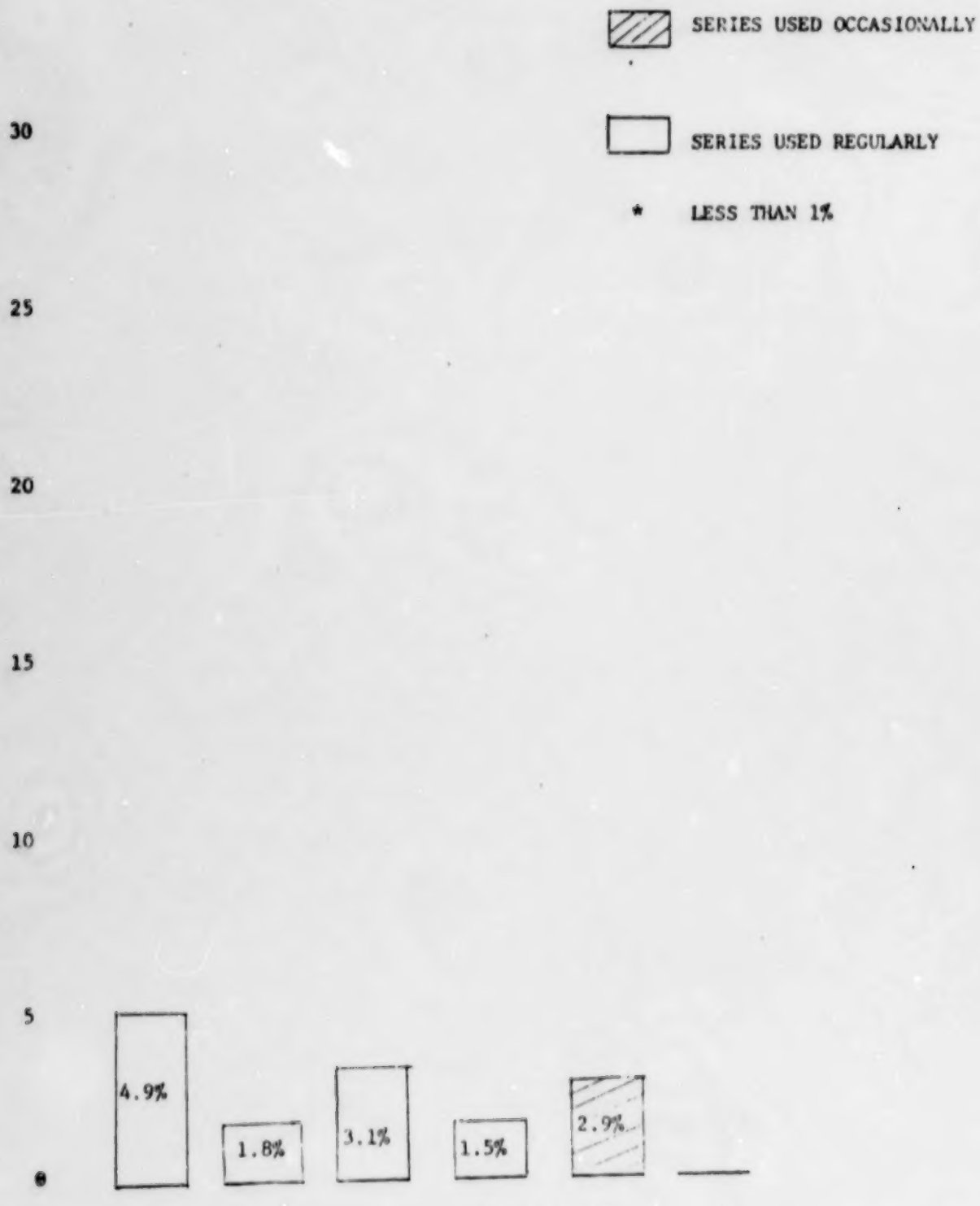


ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR MAKING MUSIC



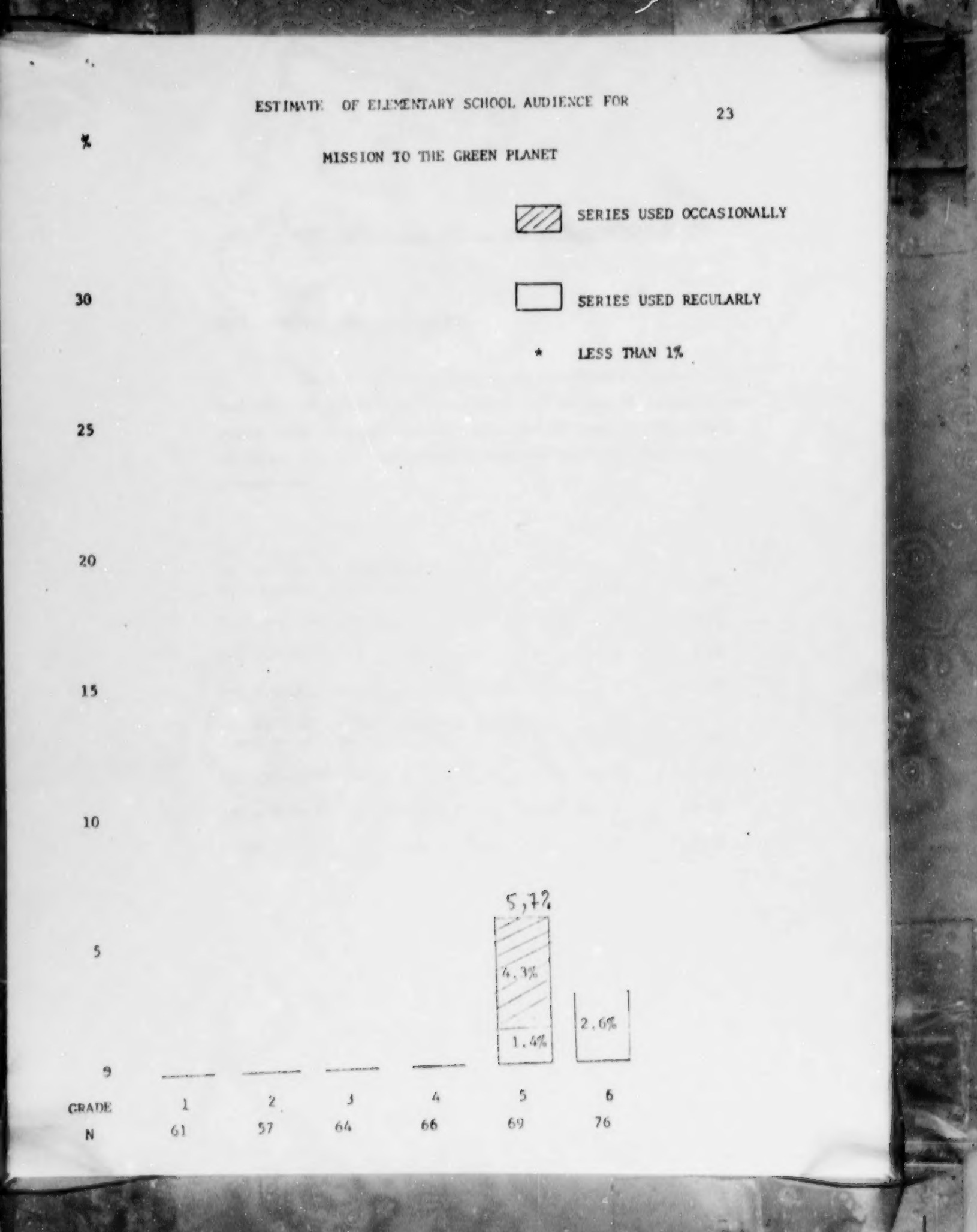
ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

MUSIQUEBEC



ESTIMATE OF ELEMENTARY SCHOOL AUDIENCE FOR

MISSION TO THE GREEN PLANET



SOME REASONS FOR NOT USING SCHOOL BROADCASTS

Most teachers gave no reasons

We did not specifically ask teachers to explain why they did not use school broadcasts. 198 or 50% of teachers answering said they did not use, but gave no reasons. The other 16.5% who did not use school broadcasts gave the following explanations:

	N	%
Not possible Do not receive English T.V. Sets stolen, etc	23	5.9%
T.V. not working	1	0.2%
Not enough T.V.'s	4	1.0%
Not enough time	4	1.0%
Conflict with other scheduled subjects, Complicated timetables, etc.	22	5.6%
Conflict with recess	6	1.5%
The medium is not flexible	1	0.2%
Repeats	2	0.5%

Commentaires généraux

des directeurs d'école

Un certain nombre de directeurs d'écoles élémentaires ont fait des commentaires généraux sur l'utilisation des émissions de télévision et de radio dans leurs écoles. Ces commentaires sont souvent des explications données au peu d'utilisation de la radio et de la télévision par certains professeurs.

Les commentaires des professeurs mettaient surtout en cause la concurrence avec d'autres activités déjà prévues, alors que les principaux mentionnaient en plus des raisons d'ordre administratifs.

Les commentaires des directeurs d'écoles sont classés comme suit:

- Il n'y a pas assez d'équipement ou il n'est pas en bon ordre.
- Les activités déjà prévues empêchent l'utilisation de la radio et la télévision.
- Il y a un manque d'intérêt dans la radio et la télévision scolaire.
- Les horaires des émissions scolaires arrivent tard.
- La télévision en noir et blanc n'est pas appréciée.
- L'école ne reçoit pas la télévision en anglais.

COMMENTS BY PRINCIPALS

NOT ENOUGH EQUIPMENT

Large school - over 20 classes:

- Limited supply of A.V. equipment. Limited supply, often reduced through withdrawal for repairs, does not guarantee continual use by teachers.

Two-track school:

- Unfortunately due to a break in September, most of our T.V. sets and radios have been stolen. As far as I know there wasn't much use made of it than last year.

School with fourteen classes:

- Radio - none in the school.

One-track school:

- There is one T.V. set in our A.V. room that seats 90. The radio inter-com does not work.

One-track school:

- There is one T.V. set in the school. Hardly ever used (less than one per cent)... I would like them to be used... but there is no radio.

COMMENTS BY PRINCIPALS

NOT ENOUGH EQUIPMENT

Small School - 103 pupils:

- Because our classes are small, we often combine classes for T.V. viewing. We have cable and only one T.V. that works at present.

One-track School:

- Some are used, but not regularly due to scheduling, limited A.V. equipment,etc.

COMMENTS BY PRINCIPALS

INTERFERENCE WITH SCHEDULED ACTIVITIES

Large School - 20 classes:

- Program scheduling from 9:30 - 10:45 generally falls into a recess break at the elementary level. Planning, supervision and follow-up complicates the teacher's tasks when the programs are only offered in the mornings. I suggest that the school broadcast appear between 9:30 - 10:30 a.m. That leaves approximately two hours at two different times each morning for broadcasts.

Large School - over 16 classes:

- I believe most of these programs could be very beneficial to our teachers and students. Possibly part of the reason that more use is not made of them is because of the time slot.

School with 14 classes:

- The reason why programs are not used is that they don't fit the schedule. This will change.

One-track School:

- A number of the T.V. shows at the upper elementary level cross our recess period - 10-10:15 a.m. This makes scheduling difficult.

COMMENTS BY PRINCIPALS

INTERFERENCE WITH SCHEDULED ACTIVITIES

School with 7 classes grades 1-4:

- The principal explained the lack of use of T.V. by the following factors:
    1. Conflict with schedules
    2. Specialists e.g. French 20-25 minutes, physical education, free-float teachers.

Large School - 730 pupils:

- In a large open-area school such as ours, timetabling hampers much use of educational television. We expect to obtain more television monitors to help improve our program.

One-track School:

- Some are used, but not regularly due to scheduling, limited A.V. equipment, etc.

COMMENTS BY PRINCIPALS

LACK OF INTEREST IN SERIES

Large School - over 20 classes:

- Programmes (radio, T.V.) are rarely used. More accurately, interest in them is very limited...

Suggested reasons:

....Programmes are not sufficiently close to the school curriculum to make them, beyond being interesting, relevant to teachers' main pre-occupation: prescribed subject matter e.g. for science, E.S.S. is govts! recommendation but A.V. programmes largely ignores this.

School with 10 classes - grades 4,5, and 6:

- Very little use of T.V. and radio programmes by our teachers.

One-track school:

- The teachers are aware of what is available - but they are not interested or find the programs uninteresting.

COMMENTS BY PRINCIPALS

SCHOOL BROADCAST TIMETABLES ARRIVE LATE, ETC.

Large School - over 20 classes:

- Suggested reasons:

..... Difficulty of adjusting time-schedules, already planned, to accommodate late arriving schedules of programme. At best programmes can only be used as once-in-a-while stop-gaps.

..... Need: for closer inter-relationship between govt's core programmes and those on radio and/or T.V. Supplying school in previous school year with core programmes, schedules of tele and/or broadcast etc. so planning for coming year will incorporate these ahead of time.

School with ten classes grades 1 to 6:

School broadcasts - elem. teachers manuals for T.V. and radio, should be made available early in the school year rather than in October-November. The printed material would serve much more in the classroom and appear in long range planning, motivating teachers to include radio or T.V. scripts.

One-track School:

- Publicity too late; program already planned. Send direct to schools.

COMMENTS BY PRINCIPALS

BLACK AND WHITE T.V. NOT ADEQUATE

One-track School:

- The teachers say that pupils won't watch black and white. We have asked for a color T.V.

COMMENTS BY PRINCIPALS

ENGLISH BROADCASTS ARE NOT AVAILABLE

School with ten classes grades 1 to 6:

..... Most T.V. and radio programmes (English) are not carried by stations in this area, and reception of long distance signals - is poor, therefore restricting teachers' use of these valuable teaching aids.

COMMENTS BY PRINCIPALS

APPRECIATION OF SPECIFIC SERIES

School with Fourteen classes:

- Readalong - a good program.

- There was a C.B.C. current events program used by grade 7 that was good.

- French films from N.F.B. used every Friday.

Commentaires généraux

des professeurs de l'échantillonnage

Les commentaires des utilisateurs diffèrent de ceux des non-utilisateurs

Les professeurs qui utilisent des émissions scolaires dans leur classe font généralement des commentaires positifs sur ces émissions.

Ceux qui ne les utilisent pas font rarement des commentaires et s'ils en font, c'est pour expliquer pourquoi ils n'utilisent pas ces émissions. Les commentaires qui suivent sont souvent des justifications pour le non-usage des ondes. Ils sont classés en 8 catégories.

Les horaires de diffusion peuvent être en conflit avec d'autres activités déjà prévues.

La raison la plus importante qu'on donne pour la non-utilisation des émissions scolaires est la concurrence avec des activités déjà planifiées. Des exemples sont: la récréation, des matières déjà à l'horaire et, de temps en temps, le phonomène plus moderne du cycle de cinq ou six jours.

Une des caractéristiques importantes de la radio et la télévision est le fait qu'elles sont passagères. Une émission apparaît à une heure fixe, passe sur les ondes et finit bientôt.

Telle quelle, l'émission ne peut être vue si on fait autre chose au même moment.

Pour l'école secondaire, il est évident depuis longtemps que des émissions de radio et de télévision ne sont pas pratiques dans un système où chaque élève a son horaire à lui. Une chose surprenante c'est que le même phénomène semble prendre de l'importance dans les écoles élémentaires.

Les pages suivantes rapportent des commentaires des professeurs qui signalent le problème de la concurrence des horaires des émissions éducatives avec celui des activités scolaires déjà prévues.

TEACHERS' COMMENTS

CONFLICTS WITH SCHEDULED ACTIVITIES

Grade 4: I used to use, last year, Reading Opportunities, Inside/Out, All About You, Me and My World and Mission to the Green Planet. This year found them all at conflicting times with teaching schedule.

Grade 4: I don't have the time to use the T.V.

Grade 2: The school being on a five day cycle - cannot be accomodated by the programs.

Grade 3: Hours do not accomodate our school program (5 day cycle). Last year I found these programs very useful - but this year I have to supervise the morning recess 10:00 - 10:15 a.m.

Grade 4: Hours don't accomodate our school programme, 5 day cycle.

Grade 5: The programs I would like to listen do arrive at our recess time.

Grade 6: I cannot follow the programs because of the 5 day cycle.

TEACHERS' COMMENTS

CONFLICTS WITH SCHEDULED ACTIVITIES (Continued)

Kindergarten teacher:

The variety of programs allows kindergarten teacher to be selective; however there is no programming designed for children less than 6 years old. Do you feel Sesame Street answers this, especially now that it is available in French. The children in the morning class in our school are in the bus going home when Sesame Street appears at 11 a.m.

I would like to see more attention given to music and art as the great tools for bilingu!sm and let's be really bilingual as Mon Ami Pierrot who fills in without repeating.

Grade 6: Due to our schedule I have not made use of television programming this year.

Grade 6: ... We have also missed many programs due to the recess breaks.

Grades 1,2: Time conflicts prevent proper use of T.V. and radio (Uses All About You occasionnally).

Grade 5: Some of the programs I would use, except they are not available at a time I can use.

Grade 1: The timetable is made to correspond with Mon Ami Pierrot and so there is a conflict for other programs.

Grades 1-4: Free Flow — I haven't used T.V. as I teach in all classes and the programs have not coincided with my schedule.

TEACHERS' COMMENTS

CONFLICTS WITH SCHEDULED ACTIVITIES (Continued)

Grade 3: The programs are broadcast at a time that I cannot use.

Grade 3: It conflicts with recess and French.

Grade 2: Programs of interest to this level interfere with recreational period.

Grade 6: Because of the schedule and changing classes.

TEACHERS' COMMENTS

CONFLICTS WITH SCHEDULED ACTIVITIES (Continued)

Grade 5: Time shown does not fit into schedule

Grade 5: Times do not coincide.

Grades 3-4: It is difficult to timetable for T.V. programs, especially in the morning and particularly in a multi-track school.

Grade 3: Programs full on French time.

Grade 6: So far this year, I have not used either radio or T.V. mostly because the times are very difficult to fit the daily schedule.

Grade 5: I have not used the above programs as they were not convenient to our scheduling but have booked the T.V. for the programs All About Indians - Feb.-March 9 and Science the Motivator - April 15 - May 17.

Grade 4: Radio - use incidentally for weather report 8:35 a.m. Problem - scheduling - some run through the recess period.

Grade 4: Some programs are at recess time. Others conflict with time-table changes. Our T.V. is black and white, therefore, less appealing.

Grade 2: ... Another problem is that I teach three French classes each day and because V.T.R. is unavailable in elementary schools. This was not possible.

Grade 3: Time of schowing is inconvenient. It is usually broadcast during our recess period.

TEACHERS' COMMENTS

BROADCASTS NOT USED FOR LACK OF EQUIPMENT

Grade 5: We don't have enough T.V. sets.

Special Education: Do not use T.V. as only available set is in use when I would use it.

Grade 2: I was unable to watch any of these programs because of the unavailability of the T.V. I would have greatly enjoyed doing Mon Ami Pierrot.

Kindergarten: Not having the suitable equipment in class, I am unable to use programs in class.

Grade 4: Pas assez de télé. à l'école.

TEACHERS' COMMENTS

NOT ENOUGH SUITABLE PROGRAMS

Grade 6: Series that we have used are immature for grade 6.

Grade 4: More shows dealing with social studies and Science for upper elementary grades would be particularly useful.

Grade 5: Thay have listened to some programs, but not these; and they were not done very often.

Grade 6: Immersion - How about some content programmes for French immersion.

TEACHERS' COMMENTS

NOT ENOUGH SUITABLE PROGRAMS

Kindergarten teacher:

The variety of programs allows kindergarten teacher to be selective; however there is no programming designed for children less than 6 years old. Do you feel Sesame Street answers this,especially now that it is available in rench. The children in the morning class in our school are in the bus going home when Sesame Street appears at 11 a.m.

I would like to see more attention given to mus c and art as the great tools for bilingualism and let's be really bilingual as Mon Ami Pierrot who fills in without repeating.

TEACHERS' COMMENTS

NO TIME TO USE MEDIA

Grade 4: I don't have the time to use the T.V.

Grade 6: Seemingly, little or no time available for proper use of media programming.

Kindergarten: Sorry, busy schedule and lack of time, co-ordinating programs make T.V. watching impossible in kindergarten.

TEACHERS' COMMENTS

ENGLISH T.V. OR RADIO NOT AVAILABLE

Grade 6: English T.V. (CBC) is not available in Sept-Iles. Hence most of the programs listed above cannot be used.

RADIO BROADCAST: Reception is poor in our school, thus production is unacceptable for classroom use.

TEACHERS' COMMENTS

SCHEDULE ARRIVES LATE - PUBLICITY LACKING

Grade 6: It is unfortunate that we received the calendar so late in the year that many are missed.

Grade 6: I am not familiar with the content of these programs since I have never used them.

TEACHERS' COMMENTS

OTHER MEDIA MORE FLEXIBLE

Grade 6 Immersion: I prefer using 16mm films, slides, filmstrips, VTR with the class. I find these more flexible than the regular programs which come on at a pre-fixed time. I find also that they are more adaptable to the programme.

TEACHERS' COMMENTS

BLACK AND WHITE T.V. NOT SUITABLE

Grade 4: ... Our T.V. is black and white, therefore less appealing.

Commentaires des professeurs de l'échantillonnage

sur des émissions en particulier

TEACHERS' COMMENTS

MON AMI PIERROT

Music specialist: Impossible because of the hours of programmes

French specialist: Would use but not shown at time I teach that age level.

TEACHERS' COMMENTS

PARLONS FRANCAIS

Kindergarten: Too advanced

Grade 7 : Compulsory.

TEACHERS' COMMENTS

LOOK

NO COMMENTS

TEACHERS' COMMENTS

ONE NORTHERN SUMMER

- Grade 4 : Interesting.

TEACHERS' COMMENTS

RELATIONSHIPS IN NATURE

Grade 1 : Extremely well done - Children enjoy it.

Grade 4 : Difficult - One must teach vocabulary

Grade 4: Good, but rather slow moving. Time could be used to bring more information.

TEACHERS' COMMENTS

READALONG

Grade 1 : Chidren enjoy it and learn

Grade 2 : The program is excellent, 20 minutes instead of only 10 would be great

Grade 2-3: Excellent

Grade 2-3: Good follow-up activities in guide.

Grade 1-2: Readalong is an excellent program. The children love it. It catches their attention and livens up their day. I especially appreciate the sheets that go along with the series as the children like to read what they have seen in the programs.

Grade 3 : I would like to see the program lengthened to 20 - 25 minutes.

TEACHERS' COMMENTS

READING OPPORTUNITIES

Grade 4: I found the program boring for level 4. Also, half of my class are level 5 students working at level 4. Pupils didn't appear too interested.

Grade 4: I like the idea of this program much more than the actual presentation. I found the suggestions for things to do before and after the program much more useful than the program itself. Perhaps we watched the wrong ones, as we did not watch all the programs.

Grade 2: Excellent program. The grade two class is enthusiastic about this series. They are keen to do all the stories and plays presented with the program. The vocabulary is presented in such a humorous, engaging manner.

The illustrated songs are a little fast-paced. I find it is difficult for the children to get all the words even when I record the music. I would have appreciated a cassette of songs. I cannot get a clear reproduction on the tape recorder. Consequently I have not done the follow-up on the song activities. This I would like to do very much since it is a fun way to learn and review vocabulary. I hope this series is on next year.

TEACHERS' COMMENTS

PIONEER LIFE

Grade 6: I would be interested in this series

Special Education: Especially good.

Grades 5, 6: I did it in conjonction with the students' lesson in history.

TEACHERS' COMMENTS

THE WORLD OF B.J. VIBES

Grade 6: Good

Grade 6: Excellent! Very well done

Grade 5: The pupils of grade five followed the complete series of the T.V. program "The World of B.J. Vibes". The pupils showed considerable interest and looked forward each week to the next series. They were disappointed, and so was I, that there had been no follow-up program on the series.

TEACHERS' COMMENTS

INSIDE/OUT

Grade 2, 3: Excellent

Grade 4 : Excellent

Grade 3 : Excellent

Grade 3 : Excellent

Grade 3 : Excellent

Grade 4 : Excellent

Grade 5, 6: I used this for religion and creative writing. Very nice for creative thinking.

Grade 3 : Children enjoy it, discuss the program after, and participate during the program when called up to

Grade 5 : Excellent

Grade 6 : Excellent for human awareness study.

TEACHERS' COMMENTS

ALL ABOUT YOU

Grade 1 : Excellent

Grade 1 : Wonderful, and most interesting! Too short. Would it be possible to have this program repeated at another time or another day?

Grade 3 : Excellent program.

Grade 1 : Good for level. The children are very interested and learn a great deal about their bodies in a way that they are able to understand.

Grade 2,3: Fair - Good.

Grade 1,2: All About You disappointed me and my class. Their attention was not captured by the program and they complained that they were not interested in it. This may have been because of the format which is just like a classroom in a traditional sense. I don't feel the children like to see programs in which they still have to pay attention to a teacher.

Grade 1 : Excellent

Grade 1 : Excellent

Grade 4 : Excellent

Grade 3 : Excellent

Grade 3 : Excellent

Grade 3 : Excellent

Grade 4 : Excellent

Grade 4,5: Extremely helpful

Grade 1 : Sometines children in my age group get restless when there is too much talking. I suggest more visual activity to arouse interest.

TEACHERS' COMMENTS

ALL ABOUT YOU

Grades 2,3 : I found the program All About You to be very interesting and helpful. My class watches regularly and enjoys the activities. I feel the programs are well-planned and informative. The language and topics are easily understood and provide a good supplement to the science program.

If time permitted, I would have my class participate in other programs, however for this year, it is not possible.

TEACHERS' COMMENTS

ECOLOGY - YOU AND YOUR ENVIRONMENT

Grade 5,6 : Excellent series

Grade 4 : Captures children's interest, but I consider it too far - out at times

Grade 4 : I did not particularly like this but the children did. Once again the manual offered excellent information. Many thanks to the people who compiled it and make the follow-up job interesting and easier than usual. The program certainly served to motivate the children to a further quest for information about our environment and opened their eyes and mouths (as many good discussions followed).

Grade 5 : Excellent

Grade 6 : Good

Grade 6 : Very helpful.

TEACHERS' COMMENTS

ME AND MY WORLD

Grade 1 : Very good, well presented.

TEACHERS' COMMENTS

CHILDREN OF THE WORLD

Grade 4 : Well presented, but again too slow moving.

Grade 6 : Programs were good but calendar did not always follow.

TEACHERS' COMMENTS

ROOTS OF DRAMA

NO COMMENTS

TEACHERS' COMMENTS

CHILD LIFE IN OTHER LANDS

NO COMMENTS

TEACHERS' COMMENTS

WHAT'S NEW

Grades 4,5 : Excellent - wish activities associated with each program were available.

Grade 6 : Children enjoy What's New and it ties in with our daily current events program. I find your satires on issues of the day and people in prominent positions, using the puppets, very effective and well received.

Grade 5 : Excellent

Grade 6 : Very good. I use it to train in composition skills.

Grade 6 : Very good.

Grade 6 : One very good program is What's New a news resumé brought down to pupil level. I use this with 6B during their Art period. We discuss after. We can only look at half the program as it begins at 10:00 and we have recess at 10:15. This is the case for most programs suitable for grade 6.

TEACHERS' COMMENTS

MAKING MUSIC

Grade 1: Very good.

Kindergarten: Too advanced

Grade 1: I followed this regularly for 2 years. Now schedule makes it impossible (1976-1977). Excellent program.

Grades 1,2: Unfortunately, the radio program comes on at an unconvenient time. I do use regularly the accompanying documents with which I build my music program (level 1 Making Music); level 2 Making Music 2. I use level I quite often with five year olds. Children like it.

Grades, 2,3: Would like to use if it were at a different time. It falls during our recess time.

Grade 1: Very good.

Grade 1: Excellent.

Grades 2,3: Last year we also listened to Making Music - the variety of activities in each program made it very interesting for the class.

TEACHERS' COMMENTS

MUSIQUEBEC

Grade 3 : Rather technical. More songs needed.

Grade 4 : Have on cassettes.

TEACHERS' COMMENTS

MISSION TO THE GREEN PLANET

Special education: Found the format confusing, although general information was good.

Grade 6: Interesting.

TEACHERS' COMMENTS

CREATIVE WRITING

NO COMMENTS

TEACHERS' COMMENTS

MATHEMATICAL RELATIONSHIPS

NO COMMENTS

TEACHERS' COMMENTS

CAPTAIN CONSUMER

Grade 4 : Series was clearly presented. Pupils interest was high. Helped to develop critical view of buying advertising.

Grade 4 : Captain Consumer was very well received by the children. The concepts were clearly presented in a way for the children of the age to understand. Very enjoyable.

TEACHERS' COMMENTS

TWO PLUS YOU

Grade 1 : Excellent program

Grade 1 : Excellent.

TEACHERS' COMMENTS

ORALIENS - CENT TOURS

Grade 2 - Immersion: En classe, nous regardons régulièrement Les Oraliens et, de temps en temps, Les Cent Tours de Centour au canal 2.

Commentaires de professeurs de la
P.S.B.G.M. sur des émissions en
particulier (hors de l'échantillonnage)

N.B. Le questionnaire sur l'écoute de la radio et télévision scolaire a été distribué dans un certain nombre d'écoles de la P.S.B.G.M. hors de l'échantillonnage.

Ces commentaires sont ceux d'un certain nombre de ces professeurs.

TEACHERS' COMMENTS

GENERAL COMMENTS

WOODLAND, Grade 2:

- None because we have gym and music lessons or recess at these program times.

LORNE, Grade 4:

- I would use more programs but most of the ones I am interested in conflict with my French period 9:50 - 10:20.

DALKEITH, Grades 4 and 5:

- I do not like to stick to a rigid schedule, so can't use them.
- Radio is not suitable for a large room with 32 Pupils in it - poor sound, etc.
- T.V. shows are totally unreliable - not at the time listed, delayed, or finish early. Gave up on them years ago, with occasional lapses, which reinforce my opinion.

NUN'S ISLAND:

- We only one television in the School. Unfortunately it hasn't worked since September. We have sent in two forms without results.

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TEACHERS' COMMENTS

GENERAL COMMENTS (Continued)

LACHINE HIGH:

- Use of programs severely restricted because scheduled lessons prevent a series being followed.
- The school possesses 3 T.V. sets.
- A video playback system will shortly be installed.

BARON BYNG H.S., Grades 4 and 5:

- T.V. program times do not co-ordinate with school period times.

TEACHERS' COMMENTS

MON AMI PIERROT

ALGONQUIN-FRENCH SPECIALIST, Grades 4, 6 and 7:

- My schedule does not coincide with programs.

ELIZABETH BALLANTYNE, Grades 1 and 2:

- The children expressed disinterest with the program after "two months". The main reason being that the use of "mime" as the teaching strategy was a foreign concept to these children. They did not enjoy the art. The repetition of the lessons was good, but boring for the more proficient student.

WOODLAND, Grade 1:

- Too difficult for grade one.

ROSEDALE, PREPARATORY 1:

- Sometimes actions take precedence over vocabulary that is being taught. The children become overly involved with the actions and don't pay much attention to the words.

ROSEDALE, Grade 3:

- This program is amusing and the children enjoy it. The French words are said slowly and clearly and the children understand and learn new vocabulary.

COURTLAND PARK, FRENCH SPECIALIST:

- Mon Ami Pierrot is enjoyed by my Grade 1.

TEACHERS' COMMENTS

PARLONS FRANCAIS

ALGONQUIN, Grades 4, 6 and 7:

- My schedule does not coincide with programs.

COURTLAND PARK, FRENCH SPECIALIST:

- I am unable to look at it because of schedule difficulties.

TEACHERS' COMMENTS

LOOK

NO COMMENTS

TEACHERS' COMMENTS

ONE NORTHERN SUMMER

KENSINGTON, Grade 6:

- Too little commentary - Children became bored.

TEACHERS' COMMENTS

RELATIONSHIPS IN NATURE

NO COMMENTS

TEACHERS' COMMENTS

READALONG

WOODLAND, Grade 1:

- Excellent

PEACE CENTENNIAL, Grade 1:

- I have found the "Readalong" series excellent especially for the grade one level. The talking shoe enhances their attention and the vocabulary is presented simply and in an interesting and creative way; very easy for a follow-up lesson.

PEACE CENTENNIAL, Grade 2:

- Excellent, good vocabulary.

ROSEDALE, Preparatory 1:

- Very good. The program moved a little too quickly for my readiness level children. The number of words taught was more suitable for a grade 1 to 2. But the children did learn many words and enjoy the programme very much.

RIVERVIEW, Grade 1:

- Very good.

KEITH, Grade 1:

- We really like this, but would like to see it shown more often, so that it has more continuity.

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TEACHERS' COMMENTS

READALONG

CENTRAL PARK, Grade 2:

- I did use a few of their poems, songs.

MEADOWBROOK, Grade 2:

- Excellent program and supplemental materials - children enjoy Readalong immensely and look forward to it.

TEACHERS' COMMENTS

READING OPPORTUNITIES

PEACE CENTENNIAL, Grade 2:

- Enjoyable, high interest.

TEACHERS' COMMENTS

PIONEER LIFE

NO COMMENTS

TEACHERS' COMMENTS

THE WORLD OF B.J.VIBES

KENSINGTON, Grade 6:

- Bit too simple.

TEACHERS' COMMENTS

INSIDE/OUT

ROXBORO, Grades 3 and 4:

- Students find it interesting.

ALGONQUIN, Grade 4:

- Excellent series

ELIZABETH BALLANTYNE, Grades 4 and 5:

- Marvellous values teaching.

ELIZABETH BALLANTYNE, Grade 1:

- After Christmas it became too complicated for most of the youngsters, but it was excellent for the first few months. Cells are too difficult for grades 1 and 3 to understand. Also if program could be in p.m., it would be better. It broke into recess period. We enjoy the poems presented in teacher's manual.

DORVAL GARDEN, Grade 4:

- Excellent program.

MAPLE HILL, Grade 4:

- Excellent series. Wish there were more at this age level.

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TEACHERS' COMMENTS

INSIDE/OUT

LORNE, Grade 4:

- I find this an excellent series. I use the teacher's manual as well.

LORNE, Grade 5:

- Sometimes too vague. Kids miss the point.

COURTLAND PARK, Grade 4:

- Children enjoy. Good for affective education - understanding, feelings.

TEACHERS' COMMENTS

ALL ABOUT YOU

ALGONQUIN, KINDERGARTEN

- Very good and practical

PEACE CENTENNIAL, Grade 1:

- All About You, is another very good series I find for the children. The actual visual objects of the body they use are interesting and usually hard for a classroom teacher to obtain; therefore in this way the children get to see the parts of their body and how they use them. I have done a follow-up lesson of having the children make their own full lenght body shape, cutting it out and filling in parts of the body as heart, lumps, stomach, bones, joints, etc. (I did this with a grade 2). The children are amazed at seeing parts of their bodies.

ROSEDALE, Grade 3:

- The information is given clearly and simply. Visual aids are used effectively.

KEITH, Grade 1:

Too complex for grade 1.

DALKEITH, Grade 1:

All About You, An excellent programme I have used regularly for 3 years. Unfortunately this year the programs was scheduled during our recess break 10:15 - 10:30, so was unable to use it. According to my manual, the programme is also available Thurs. at 9:45 - 10:00 but doesn't seem to be on at that time.

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TEACHERS' COMMENTS

ALL ABOUT YOU

LOGAN, Grade 4:

- Excellent for helping children identify and explain problems.

TEACHERS' COMMENTS

ECOLOGY - YOU AND YOUR ENVIRONMENT

ROXBORO, Grades 3 and 4:

- Series too sho t.

LOGAN, Grade 4:

- Useful for knowledge of human body.

TEACHERS' COMMENTS

ME AND MY WORLD

ALGONQUIN, KINDERGARTEN:

- Very good and practical

WOODLAND, Grade 1:

- Very good.

KEITH, Grade 1:

- Excellent follow-up ideas.

TEACHERS' COMMENTS

CHILDREN OF THE WORLD

KENSINGTON, Grade 6:

- Very good.

TEACHERS' COMMENTS

ROOTS OF DRAMA

NO COMMENTS

TEACHERS' COMMENTS

CHILD LIFE IN OTHER LANDS

NO COMMENTS

TEACHERS' COMMENTS

WHAT'S NEW

ALGONQUIN, Grade 7:

- Excellent.

DORVAL GARDENS, Grade 6:

- Excellent.

WOODLAND, Grade 5:

- Excellent.

KENSINGTON, Grade 6:

- Too difficult.

MAPLE HILL, Grades 5 and 6:

- Excellent.

AHUNTSIC, Grade 7:

- Excellent current events program - Both informative and entertaining.

TEACHERS' COMMENTS

MAK'NG MUSIC

ELIZABETH BALLANTYNE, Grades 1 and 3:

- I have also used Making Music which is very good. This year it coincides with French program.

RIVERVIEW, Grade 1:

- Very good.

KEITH, Grade 1:

- This program is interesting but is rather too long for grade 1 children (Making Music 1) since it is on radio. A shorter radio program or a T.V. pr gram would be more useful.

DALKEITH, Grade 1:

- Excellent.

TEACHERS' COMMENTS

MUSIQUEBEC

HAMPSTEAD - MUSIC, Grades 1 to 4:

- We use the manual and lesson plans but not the radio program.

RIVERSIDE LORNE - Music specialist:

- Some of the programs in the Musiquebec Four series fail to hold the children's interest to the extent that, on occasion, the broadcast has to be turned off. This problem does not present itself in the Making Music series.

TEACHERS' COMMENTS

MISSION TO THE GREEN PLANET

NO COMMENTS

TEACHERS' COMMENTS

MEET Mr. METRE - CBC RADIO

HAMPSTEAD, KINDERGARTEN:

- I used the CBC radio program, Meet Mr. Metre,(ages 6-8) in October - November 1976.

TEACHERS' COMMENTS

HISTORY SERIES - NORTH-AMERICAN INDIANS

KEITH, Grade 5:

- This series could be carried further than the Indians, which it was last year and doesn't seem to be this year.

TEACHERS' COMMENTS

FRENCH PROGRAMS

MEADOWBROOK ELEMENTARY, Grades 1 and 2, IMMERSION:

- Du soleil à 5¢.
- You - How
- La boîte à lettres
- Une fenêtre dans ma tête
- Tam-tam.

- Ces émissions sont éducatives pour les enfants. Je trouve ces émissions très bonnes pour les enfants et ils y sont très intéressés.